REPORT RESUMES

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A COMPARATIVE STUDY TO DETERMINE THE EDUCATIONAL BACKGROUND AND WORK EXPERIENCE DESIRABLE FOR JUNIOR COLLEGE BUSINESS MANAGERS.

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THIS STUDY OF DESIRABLE BACKGROUND AND EXPERIENCE FOR JUNIOR COLLEGE BUSINESS MANAGERS CONSIDERS FIVE POINTS--(1) THE NECESSARY ACADEMIC SUBJECTS, (2) DESIRABLE DEGREES, (3) THE MOST HELPFUL EXPERIENCE, (4) DESIRABLE CERTIFICATION, AND (5) THE DIFFERENCES OF OPINION AMONG JUNIOR COLLEGE BUSINESS MANAGERS ON THEIR BEST QUALIFICATIONS. A 4-PAGE QUESTIONNAIRE WAS SENT TO THE BUSINESS MANAGERS OF THE 22 PUBLIC AND SEVEN PRIVATE COLLEGES IN MICHIGAN. DATA FROM THE 17 RESPONDENTS WERE COMPARED WITH SIMILAR DATA FROM CALIFORNIA AND ILLINOIS, COMPILED FOR AN EARLIER STUDY. A MAJORITY OF THE REPLIES AGREED THAT THE BUSINESS MANAGER SHOULD (1) HAVE TAKEN PRESCRIBED COURSES IN BUSINESS ADMINISTRATION AND IN EDUCATION, (2) HAVE A DEGREE IN BOTH, (3) HOLD A MASTER'S DEGREE, (4) HAVE SERVED AN INTERNSHIP AND HOLD A CERTIFICATE IN BUSINESS ADMINISTRATION, AND (5) HAVE BOTH BUSINESS AND TEACHING EXPERIENCE. HE NEED NOT HAVE A DEGREE BEYOND THE MASTER'S. TEN COLLEGE COURSES ARE RECOMMENDED AS AN APPROPRIATE PROGRAM OF STUDY FOR HIS TRAINING. THREE AREAS NEEDING FURTHER RESEARCH ARE--(1) OPINIONS OF BOARD MEMBERS AND ADMINISTRATORS (OTHER THAN BUSINESS ADMINISTRATORS) ON DESIRABLE QUALIFICATIONS FOR THE JOB, (2) THE INITIATION OF NEW PROGRAMS AND THE IMPROVEMENT OF EXISTING ONES FOR HIS PREPARATION, AND (3) WHAT QUALIFICATIONS ARE CONSIDERED DESIRABLE IN OTHER STATES. (HH)

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INFORMATION

A COMPARATIVE STUDY TO DETERMINE THE EDUCATIONAL BACKGROUND AND WORK EXPERIENCE DESIRABLE FOR JUNIOR COLLEGE BUSINESS MANAGERS

A Qualifying Paper
Submitted to the Graduate School
in Partial Fulfillment of the Requirements
for the Degree of
Master of Science in Business Administration
in the College of Business

by

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DeKalb, Illinois
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ABSTRACT

Statement of the Problem

The purpose of this study was to determine the educational background and work experience desirable for junior college business managers.

The study was concerned with five areas of inquiry:

1. What specific academic subjects are necessary in the training of junior college business managers?

2. What academic degrees are considered desirable by junior college business managers in meeting the qualifications for their positions?

3. What work experiences are considered helpful or essential to effectively pursue the position of junior college business manager?

4. What certification requirements are desirable for junior college business managers?

5. What comparisons may be made of the opinions of junior college business managers of Illinois and California and junior college business managers of Michigan regarding educational background and work experience desirable for their positions?

Design of the Study

To facilitate this study a four-page questionnaire was mailed to all the junior college business managers in the state of Michigan. Twenty-two public and seven private junior colleges were mailed questionnaires and a total of 17 or 58.6 per cent were returned.

The respondents' data was compiled, analyzed and comparisons made to similar data from the states of Illinois and California compiled for an earlier study.

Summary of Conclusions

A majority of the respondents agreed that a candidate for the position of junior college business manager should:

1. Have studied prescribed courses in business administration
2. Hold a degree in business administration
3. Have studied prescribed courses in education
4. Hold a degree in education
5. Have served an internship in school business administration
6. Hold a master's degree

7. Hold a certificate in school business administration

8. Have business work experience

9. Have teaching experience

10. Have prior experience as a school business administrator

11. Not necessarily be required to have education beyond a master's degree

The respondents further agreed that a program of study for the training of junior college business managers should include the following college courses:

School Fund Accounting
School Finance
School Business Management
School Organization and Administration
Purchasing and Supply Administration
Advanced School Fund Accounting
School Law
School Office and Personnel Management
Maintenance and Operations
Administration of Staff Personnel

Recommendations for Further Research

It is recommended that further studies be made:

1. To determine the opinions of junior college board members and administrators, other than business managers, regarding desirable qualifications for junior college business managers.

2. Regarding the initiation of new programs and improvement of existing programs designed to prepare potential junior college business managers.

3. In other states to determine desirable qualifications for junior college business managers.

Date

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TABLE OF CONTENTS

CHAPTER PAGE

I. THE PROBLEM 1
  Introduction 1
  Statement of the Problem 2
  Definitions 3
  Delimitation 5
  Significance of the Study 5
  Historical Background 7
II. SURVEY OF RELATED LITERATURE 12
  Courses in School Business Management 12
  Degrees Held by School Business Administrators 17
  Graduate Programs in School Business Administration 22
  Work Experience 29
  Certification 32
III. DESIGN OF THE STUDY 38
  Part I of the Questionnaire 39

CHAPTER PAGE

Part II of the Study 39

Part III of the Study 40

Part IV of the Study 41

Part V of the Study 42

IV. PRESENTATION, ANALYSIS AND COMPARISON OF THE DATA 43

General Information 43

Respondents' Educational Background and work Experience 47

Summary Tables--Respondents' Educational Background and Work Experience 63

Respondents' Opinions Concerning Candidates' Qualifications 68

Summary Tables--Respondents' Opinions Concerning Desirable Qualifications for Business Manager Candidates 83

College Courses 89

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 98

Summary 99

Conclusions 101

CHAPTER PAGE

General Information 101

Respondent's Educational Background and

Work Experience 102

College Courses and Degrees 102

Certification 103

Work Experience 103

Respondents' Opinions Concerning Candidates'

Qualifications 104

College Courses and Degrees 104

Internship 105

Certification 105

Work Experience 106

Recommended College Courses 106

Other Recommendations 107

Summary of Conclusions 108

Recommendations for Further Research 109

BIBLIOGRAPHY 111

APPENDIX A. Survey Letter and Questionnaire 118

APPENDIX B. List of Responding Junior College Business Managers From Michigan and Their Respective Junior Colleges 124

LIST OF TABLES

TABLE PAGE

1. Enrollment Range and Average of Responding Junior Colleges 43
2. Range and Average of Years Experience at Their Present Position of Responding Junior College Business Managers 44
3. Junior College Business Manager Respondents Holding a Degree in Business Administration . . 48
4. Junior College Business Manager Respondents Who Studied Prescribed Courses in Business Administration 49
5. Business Work Experience of Junior College Business Manager Respondents 50
6. Junior College Business Manager Respondents Holding a Degree in Education 51
7. Junior College Business Manager Respondents Who Studied Prescribed Courses in Education . . 52
8. Junior College Business Manager Respondents Having Had Teaching Experience 53

TABLE PAGE

9. Junior College Business Manager Respondents Having Had Internship Experience 54

10. Junior College Business Manager Respondents Having Had Previous Experience as a School Business Administrator 55

11. Junior College Business Manager Respondents Holding a Bachelor's Degree 57

12. Junior College Business Manager Respondents With an Educational Background Beyond a Bachelor's Degree 58

13. Junior College Business Manager Respondents Holding a Master's Degree 59

14. Junior College Business Manager Respondents With an Educational Background Beyond a Master's Degree 60

15. Junior College Business Manager Respondents Holding a Doctor's Degree 61

16. Junior College Business Manager Respondents Having a Certificate in School Business Administration 62

TABLE PAGE

17. Summary of the Educational Background and Work Experience of the Michigan Junior College Business Manager Respondents 64

18. The Educational Background and Work Experience of Michigan, Illinois and California Junior College Business Managers 67

19. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Hold a Degree in Business Administration 69

20. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Have Studied Prescribed Courses in Business Administration . 70

21. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Have Some Previous Business Work Experience 71

22. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Hold a Degree in Education 72

23. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Have Studied Prescribed Courses in Education 73

TABLE PAGE

24. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should be a Teacher Before Becoming a College Business Administrator 74

25. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should be Required to Have Some Type of Previous Internship in School Business Administration 75

26. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Have Some Experience as a School Business Administrator Before Becoming a Junior College Business Administrator 76

27. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Hold a Bachelor's Degree 77

28. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Have Education Beyond the Bachelor's Degree 78

TABLE PAGE

29. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Hold A Master's Degree 79
30. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Have Education Beyond a Master's Degree 80
31. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Hold A Doctor's Degree 81
32. Opinion Analysis--A Candidate for a Junior College Business Manager's Position Should Have a Certificate in School Business Administration . 82
33. Summary of Opinions of Michigan Respondents Concerning the Desirable Qualifications of a Candidate for the Position of Junior College Business Manager 85
34. Summary of Opinions of Michigan, Illinois and California Business Managers Concerning Desirable Qualifications for Junior College Business Manager Candidates 86

TABLE PAGE

35. Ranking of College Courses Considered by 17 Michigan Junior College Business Managers to be the Most Important in the Education of Junior College Business Managers 91

36. Ranking of College Courses Considered by 26 Illinois Junior College Business Managers to be the Most Important in the Education of Junior College Business Managers 92

37. Ranking of College Courses Considered by 49 California Junior College Business Managers to be the Most Important in the Education of Junior College Business Managers 93

38. Ranking of College Courses Considered by 92 Respondents from Illinois, California and Michigan to be the Most Important in the Education of Junior College Business Managers 94

CHAPTER I

THE PROBLEM

Introduction

The junior college business manager is currently assuming a more prominent position within the institution he serves. He has become an integral part of the educational staff, with responsibilities designed to provide counsel as well as business services necessary to further the instructional program.

Stringent qualifications in the areas of specialization must be met in order to assure that the business manager will be capable of performing his job in a professional manner. Educational background and work experience are two of several guide lines desirable in determining the qualifications of the junior college business manager.

With the advent of rapid junior college growth and recognition in recent years has come proportionate concern with the qualifications of persons administering both the non-instructional and academic areas of the institutional program. This study was designed to help determine the educational background and work experience desirable for junior college business administrators in the opinion of persons currently serving in such positions.

Statement of the Problem

The purpose of this study was to determine the educational background and work experience desirable for junior college business managers. This study is concerned with the following areas:

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1. What specific academic subjects are necessary in the training of junior college business managers?

2. What academic degrees are considered desirable by junior college business managers in meeting the qualifications for their positions?

3. What work experiences are considered helpful or essential to effectively pursue the position of junior college business manager?

4. What certification requirements are desirable for junior college business managers?

5. What comparisons may be made between the opinions of junior college business managers of Illinois and California and junior college business managers of Michigan regarding educational background and work experience desirable for their positions?

Definitions

The following definitions are important in relating certain items used in this study:

1. School business officials--persons dealing with specific phases of school business administration.[1]

2. School business administrators--persons dealing with the total area of school business, and with subordinate school business officials.[2]

3. Business manager--the officer who bears the most direct responsibility for the conduct of the business affairs of his college; is an important factor in advancing the overall purpose of the institution.[3]

4. Junior college--an institutional bridge between two important elements of the American educational system, viz., the secondary school and higher education in colleges and universities.[4]

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[1] Leo E. Buehring, "Educators Join Forces in Sketching Image of Successful Business Administrators,: *The Nation's Schools*, 66:92, Nov., 1960.

[2] *Ibid.*

[3] Frederic E. Knauth, *The College Business Manager* (New York: New York University Press, 1955), p. 1.

[4] Coleman R. Griffith, *The Junior College in Illinois* (Urbana, Illinois, University of Illinois Press, 1945), p. 159.

5. Public junior college--a junior college supported, in part, by state funds and open to eligible people living in the school district and, perhaps, also those residing in surrounding districts.[5]

6. Non-public junior college--a junior college not supported by state funds and operated by a religious denomination, an organization, a non-denominational group, or private interests.[6]

7. Certification--the requirements a state establishes for a person to qualify as a school business administrator based on previous educational background and prior work experience.[7]

8. School business management--that phase of school administration dealing with the management of finances, facilities, and non-educational services necessary for the orderly operation of a school system.[8]

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[5] James A. Bort, "A Study to Determine the Educational Background and Work Experience Desirable for Junior College Business Managers" (unpublished Master's Thesis, Northern Illinois University, DeKalb, Illinois, July, 1965), p. 3.

[6] *Ibid.*

[7] *Ibid.*

[8] William H. Roe, *School Business Management* (New York: McGraw-Hill Book Co., Inc., 1961), p. 6.

9. School business administration--synonymous with school business management.

10. Community college--an educational institution usually offering two years of college instruction beyond high school, and thus, similar to and sometimes called a junior college.[9]

11. A. S. B. O.--Association of School Business Officials.

Delimitations

This survey was limited to the business managers of junior colleges, both public and private, in the state of Michigan. This is a comparative survey to previously completed research by James A. Bort in the states of Illinois and California. The survey was conducted by use of a comprehensive questionnaire identical to that submitted by Bort in the collection of required data. The questionnaire technique was used because of geographical location of the colleges surveyed and to assure consistency in the manner of acquiring comparative data.

Significance of the Study

With the expanding role of the junior college in the American education scene comes increasing complexity in the administrative patterns of the individual institutions. The demands on the time of senior administrators has required the delegation of fiscal responsibilities to subordinates in order that he might more fully concentrate on the immediate problems of the academic program, the faculty and public relations.

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[9] Bort, *op. cit.*

The officer most commonly the recipient of the delegated fiscal responsibility historically has been the business manager. The business manager's role as fiscal agent, commonly restricted to business affairs in past years, has recently been expanded. The advent of federal endowment and increased complexities in the relationship of the fiscal and academic programs demands a broader comprehension by the business manager of the total educational program. The business manager whose qualifications enable him to meet these demands and participate in the formulation of educational policy should be considered more valuable than the person serving in a singular capacity. The administration and faculty of a junior college should welcome the person who as business manager is proficient in a number of areas contributing to the success of the institution.

Many junior college business managers are capable of fulfilling a role as fiscal officer while contributing to the administrative and educational organization. This ability of serving in several capacities has resulted from training or work experience or a combination of both factors. The demand for more business managers to serve in such dual roles is imminent. Studies determining the educational background and work experience desirable for junior college business management should be of significance to junior college administrators, institutions of higher learning, business administrators and those who wish to enter the field of junior college business administration.

The existence of organized training programs for junior college business managers by institutions of higher learning is limited. Studies of the academic requirements contributing to the success of junior college business managers should be of significance to colleges and universities interested in the education of junior college business managers. The determination of desirable qualifications for business managers should be of significance to those responsible for the employment of administrators of junior colleges in the process of development.

Historical Background

The public junior college is comparatively new to the American educational scene. The first public junior college in this country came into existence at Joliet, Illinois in 1902 as an extension of the Joliet township high school program. In the years following, junior colleges were established with increasing frequency until today when junior colleges exist in all states of the union. The formulation of organization and administration varies from state to state and in some instances within a state. In those states with the greatest number of junior colleges the organization has followed the basic pattern established by the Joliet township junior college, viz., an extension of the local high school program, unit district, or several high school districts. Regarding this organization factor Griffith stated:

> Most of the publicly controlled junior colleges are local or municipal institutions, organized, administered, and supported as a part of a city or municipal school system. The district junior college has been developed extensively in California, where the district may consist of a single high school district, a group of contiguous high school districts, a county, or two or more counties. In California, a district is organized by vote of the electors of the territory and is administered by a specially elected governing board of education independently of other local schools.
>
> Up to the present time, the junior colleges established in Illinois are all local institutions, supported and managed by the pre-existing high school district. The junior college branches in Chicago are an exception to this generalization, for although the Chicago junior college is strictly a local institution, the

school district in the community is a unit district embracing elementary, secondary, and junior college levels.[10]

The supervision of financial affairs of the junior college so established generally fell to the superintendent of the local district. This generally was in addition to the pre-existing business management of the underlying secondary and elementary systems for which he was responsible.

The expansion of demands on the superintendents time, concurrent with the increase in enrollment of the educational systems he supervised, soon indicated the necessity for delegation of certain duties. In order that the superintendent might remain more closely associated with the educational program the area of business management was commonly assigned to other individuals. Concerning this delegation Smith stated:

> As a result boards of education have delegated these administrative functions to individuals presumably more or less expert in the fields which they cover. As a result we have a group of officials variously known as "business manager," "business agents," "business executives," and "board secretaries".[11]

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[10] Griffith, op. cit., p. 160.

[11] Harry P. Smith, The Business Administration of a City School System (New York: Bureau of Publications, Teachers College, Columbia University, 1925) p. 2.

Another less common relationship between the superintendent and the business manager was established in some instances. This relationship was the administration of business affairs by an officer independent of the superintendent. Smith gave this description to the two types of relationships:

> In some instances these officials are independent of the professional executive on the assumption that the functions of the two are so entirely separate and distinct that they cannot be combined. In the event of dispute or disagreement between the two, the board acts as arbiter. In other instances the executive in charge of business affairs is subordinate to the professional executive on the assumption that every problem arising in connection with the schools is, in the last analysis, educational and therefore under the direction of the educational executive.[12]

The independence of the business manager has proven the less popular of the two methods of administration. This lack of popularity indicates the essence of this study's concern with the close inter-relationship of the duties of the superintendent and the business manager.

Administration of the business affairs of a junior college can include many subordinate areas of responsibility. According to Knauth:

> The outlines of the responsibility generally delegated to the college business manager are fairly clearly marked. He must concern himself with the collection and disbursement of monies; with purchasing, storing,

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[12] Ibid.

> and issuing supplies and equipment; with the conservation of the physical assets that constitute the college plant; the furthering the welfare of the personnel who maintain plant, offices, and services; and with the conduct of the auxiliary activities of the college. He must keep all the accounts and records involved in each of these fields of activity and make suitable reports on every function discharged.[13]

Such divergent responsibilities cannot be successfully managed without extensive professional preparation. Both formal education and practical knowledge acquired through work experience serve to provide this necessary professional preparation.

The development of the junior college business manager into a specialized administrative position is closely correlated with the increasing development of the junior college movement. This trend indicates an increasing demand for administrators capable of meeting the demanding requirements of the position and availability of educational programs designed to provide the formal training for such specialization.

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[13] Knauth, op. cit., p. 7.

CHAPTER II

SURVEY OF RELATED LITERATURE

Several research studies have been completed concerning the training, degrees held, and work experience of school business managers. Surveys of college courses completed, graduate programs available to, and certification requirements desirable for school business managers have also been undertaken.

This is a comparative study to the work done by James A. Bort at Northern Illinois University to determine the educational background and work experience desirable for junior college business managers. Bort's survey was made of junior college business managers in the states of Illinois and California. This study will compare data acquired from junior college business managers of the state of Michigan.

Courses in School Business Management

Bort's respondents indicated eighteen college courses most important in the training of junior college business managers. Listed in sequencial order on the basis of importance:

1. School finance
2. School business management
3. School fund accounting
4. School law
5. School organization and administration
6. Purchasing and supply administration
7. School office and personnel management
8. Maintenance and operations in school business management
9. School buildings
10. Advanced school fund accounting and budgeting
11. School-community relations
12. Problems in school administration
13. Administration of staff personnel
14. Electronic data processing
15. Internship in school business management
16. Management of auxiliary enterprises
17. Curriculum theory
18. Seminar in school business management[14]

A study made by Oosting of actual training versus idealistic qualifications for the business manager queried the opinion of three specific groups of people: superintendents employing business managers, practicing business managers, and presidents of local chambers of commerce. Oosting concluded:

> The college courses most frequently taken by business managers are identical to those deemed most important by superintendents and business leaders. Specifically, these courses were public school finance, educational administration, business administration, school law, economics, accounting, insurance and purchasing. All three groups thus indicated, and the business managers

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[14] Bort, op. cit., p. 117.

> generally have taken, the same courses that appear best to prepare business official candidates for duties to be found on the job.[15]

G. Alvin Wilson, past-president of the Association of School Business Officials commented on courses he felt should and would be required in the education of school business administrators. In a study by Buehring he quoted Wilson:

> In the preparation of future business administrators, having chief responsibility for all school business functions, it is probable that a minimum of a B. S. or B. A. degree will be required, together with appropriate systematic study in school business administration, general administration, school law, finance, and accounting; school plant operation, planning, and construction, and school curriculum, and management technics, personnel work, and a broad general education.[16]

Definite similarity exists in listing of courses recommended by Bort, Oosting, and Wilson. Little, if any, significance can be attached to deviations in the ranking of importance of the courses. Special interest or problems of individual respondents would tend to color the degree of importance of subject matter of the various courses.

The expectations by superintendents of school business managers was the concern of a study done by

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[15] Bernard Oosting, "Actual Training Vs. Idealistic Qualifications for the Business Manager," The Nation's Schools, 54:104, Oct., 1954.

[16] Buehring, *op. cit.*, p. 96.

Engleman. At the 1959 convention of the American Association of School Business Officials he commented on the opinions of superintendents regarding courses benefical in the education of business administrators:

> Because his job carries such heavy responsibility and because his activities are so related to the total program and to all personnel, for that matter, his professional preparation, while deep in the areas of school construction, school maintenance, finance, purchasing, budget-making and general school administration, it should also include training in the field of curriculum, psychology, our whole political heritage, in fact, along with some good sociology.[17]

The inclusion of psychology, political science and sociology expands the list of recommended courses and adds emphasis to the need for a comprehensive educational background as a requirement of business managers.

Another phase in the training of a junior college business manager was illuminated by Hoff in his study concerning educational programs for college business managers. Regarding content of workshop courses, Hoff reported:

> Subject areas include basic lectures in college business management; budget preparation and control; purchasing philosophy, objectives, techniques; non-academic personnel problems; current national affairs

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[17] Finis E. Engleman, "What the Superintendent Expects of the Chief School Business Administrator," Assn. of Sch. Bus. Officials of U. S. and Canada Prod., 298, 1963.

> affecting higher education; philosophy of higher education; administrative organization of higher education; practical accounting and reporting; research techniques; building and grounds administration; college dormitories; and legal aspects of college business management.[18]

The workshop course has come to be highly valued as a supplement to more formally structured courses by practicing business managers seeking to further their education.

The internship program for students of business management has recently gained popularity with some colleges. The recommended structure of formal programs for the education of business managers frequently includes provisions for internship. Bolman in his study of methods of preparing college and university administrators recommended intern programs and supported them with this contention:

> During the year, the intern comes to have a grasp of how a particular institution functions and what relationship the parts have to the whole. The values of the experience, besides the test of whether an individual wants to enter the field of administration and whether he is suited to it, include the development of abilities to comprehend an often highly complex institution.[19]

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[18] Charles Hoff, "Educational Programs for College Business Managers," School and Society, 79:185, June, 1954.

[19] Frederick Bolman, "Can We Prepare Better College and University Administrators?", The Educational Record, 45:280, Summer, 1964.

Bort's study indicated favorable reaction by 54 per cent of the respondents to the proposition that candidates for the position of junior college business managers should serve some type of internship in school business administration.[20]

Degrees Held by School Business Administrators

Oosting's 1954 survey determining desirable educational background for school business managers revealed that 56 per cent of the superintendents, 51 per cent of the business managers and 55 per cent of the business leaders responding were of the opinion that a bachelor's degree was a necessary qualification for school business administrators. The desired qualification of a master's degree was expressed by 30 per cent of the superintendents, 30 per cent of the business administrators but only by 8 per cent of the business leaders. Those recommending a doctorate were 2 per cent, 3 per cent and 0 per cent respectively. The degrees held by responding business managers were revealed as: 30 per cent bachelors, 34 per cent masters, 5 per cent doctorates, with the remaining 31 per cent without degrees.[21]

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[20] Bort, op. cit., p. 99.

[21] Oosting, op. cit., p. 102.

Bort's study of practicing junior college business managers indicated the following response to the question of the extent of education desirable for junior college business managers: bachelor's degrees, 94 per cent; master's degrees, 65 per cent; doctor's degrees, 19 per cent.[22]

Of the respondents to Bort's survey, 99 per cent held at least a bachelor's degree with 20 per cent holders of a doctorate degree.[23]

In a study of the qualifications of business administrators of Central Catholic High Schools Ryan found:

> . . . that two-thirds of all the administrators responding to the questionnaire indicated that they had earned both the bachelor's and master's degree. Ten per cent of the administrators possessed the doctor's degree. Only one business manager indicated that he did not possess a degree. Three administrators had two bachelor's degrees.[24]

Both Ryan and Bort reported 99 per cent of the respondents holding degrees while Oosting cited 69 per cent of his respondents as having degrees. This difference is indicative of the more stringent requirements of the junior college and high school level than for those educational systems including both public elementary and secondary schools.

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[22] Bort, op. cit., p. 99.

[23] Bort, Ibid., p. 65.

[24] Leo V. Ryan, "Qualifications of Business Managers in Central Catholic High Schools," Catholic Educational Review, March, 1958.

The field of study of the business managers holding degrees was cited by Ryan:

> The majority of administrators (21 or 24.4 per cent) who reported their undergraduate major indicated that their bachelor's degree was earned in philosophy. Latin was mentioned by four administrators. Those majors would be expected since philosophy and Latin are traditional preparatory curricula for candidates for the priesthood. Education, history, business, and English were also mentioned. Twenty-seven administrators (31.4 per cent) did not indicate undergraduate majors. Administrators who had earned the master's degree were asked to specify their major area of study. Education was the most frequently mentioned graduate major of administrators possessing a master's degree. Over one-half (64.1 per cent) of all master's earned by principals and business managers were in the field of education. Other administrators earned the Master's of Arts degree in history, business, education, Latin and philosophy. Ten business managers in participating schools had earned the doctorate. All of these administrators were principals who also served as business managers in their respective central schools. Six of the doctorates had been awarded in education and educational administration, and one each in sociology and theology. Two administrators did not specify their doctoral majors.[25]

Bort's study of Illinois and California indicated:

> In both states there were 41 per cent of the undergraduate degrees earned in business and only 5 per

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[25] *Ibid.*, pp. 159-160.

> cent of the bachelor's degrees earned in the field of education. . . . In both states 60 per cent of the 50 respondents holding a master's degree received their degree in education compared to 8 per cent in business administration. In both states there was a significant difference in the number of doctorates earned in education and in business. Sixty per cent of the doctor's degrees were earned in the field of education compared to 7 per cent obtained in business administration.[26]

A recent survey by Schneider regarding training and professionalization of school business managers analyzed the degrees held and the area of study of 96 responding business administrators.

Over 54 per cent of Schneiders' respondents had earned at least a master's degree, 2 per cent a certificate of advanced study and over 15 per cent a doctor's degree.[27]

The area of study of these respondents was reported for each degree attained. Seventy-five per cent of the bachelor's degrees were earned in the area of education and nearly 20 per cent in the area of business.

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[26] Bort, op. cit., p. 111.

[27] Howard L. Schneider, "An Analysis of the Opinions of Selected School Business Administrators in Eight Mid-western States Relative to the College Courses Believed Necessary to the Training and Professionalization of School Business Administrators," (unpublished Master's Thesis, Northern Illinois University, DeKalb, Illinois, June, 1963), p. 46.

Of the master's degrees earned, over 88 per cent were in the area of education and less than 12 per cent in the area of business.[28]

In a study by Banaszak of selected school districts in Illinois employing a business manager he reported:

> It is apparent that more than fifty per cent of the individuals involved in the position of school business administrator have a college major in business administration. It is also worth noting that backgrounds vary as far as training in such areas as physical education, mathematics, and physical science.
>
> There is even greater diversity in the respondents' minor areas of concentration. Emphasis in subject areas such as zoology, speech, and journalism were noted in the respondents' questionnaires.
>
> The men involved in these positions or their school boards felt that additional training was necessary to properly execute the duties connected with the job of school business administrator. Sixteen (33.3 per cent) of the respondents were required by their board of education to take additional training in business administration. An additional twelve (25 per cent) took course work of their own choosing to strengthen their ability.[29]

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[28] Ibid, p. 49.

[29] Thomas T. Banaszak, "Determining the Feasibility of Creating the Position of Assistant School Business Administrator in Selected School Districts," (unpublished Master's Thesis, Northern Illinois University, DeKalb, Illinois, June, 1966), p. 26, 27.

A survey by Knauth of 69 business managers having bachelor's degrees stated:

> . . . that liberal arts accounted for more bachelor's degrees (33) than did business subjects (29 degrees). However, the 33 degrees in liberal arts constituted less than 50 per cent of the 69 baccalaureates held by responding business managers.[30]

The previously cited studies indicate not only the prevalence of graduate degrees held by business administrators but also definite agreement that the majority of advanced study is in the field of education.

Graduate Programs in School Business Administration

Although the profession of junior college business management has come to be recognized as significant in the organizational structure of junior colleges of stature, instructional programs designed to prepare persons for this position remain limited.

A study on educational programs for college business managers conducted by Hoff cited this limitation:

> We tell doctors, nurses, lawyers, and other professional and industrial leaders to prepare themselves for their jobs and to keep up with new developments through formal education. Our adult-education leaders develop tailormade institutes for men and women on the job in all walks of life. But college boards of trustees, which have responsibility for the proper care of over $5 billion in physical plant assets, $3 billion in endowment funds and nearly $3 billion in annual expenditures, find it nearly impossible to locate persons professionally educated for the position

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[30] Knauth, *op. cit.*, p. 60.

> of business officer in a college or university. We have not developed the educational programs, internships, standards, and incentives for attracting, educating, placing, and holding qualified college business managers.[31]

In 1959 the convention of the Association of School Business Officials provided Childress an opportunity to comment on this same subject:

> One basic generalization here seems to be that the school business official is being recognized more and more by university and college programs as a person who is a member of the educational team. But as yet the design of preparatory programs is in the developmental stage in most institutions, to say the most. This should not be construeded as an indictment of colleges, universities, or organizations, but a mere recognition that this is the current status.[32]

The same concern was the subject of discussion by the University Professors Teaching School Business Administrators held at the Association of School Business Officials convention in 1960. A summary of the groups discussion cited the following points:

> 1. Most school business people are not trained adequately because it is impossible to employ trained personnel.

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[31] Hoff, op. cit., p. 184.

[32] Jack Childress, "What are Colleges and Universities Doing Today to Develop School Business Administrators?," Assn. of Sch. Bus. Officials of U. S. and Canada Proc., 302, 1959.

2. Most colleges are not providing a specific type of instruction.

3. For a long time we shall have to continue with a shortage of personnel in this field who have not been completely trained in all areas. This is a broad field.

4. Make the job known--among all school people, superintendents, teachers, and board members. Selection for entrance into the job is our most important contribution.

5. Certification is very important. There must be cooperation among all groups to encourage certification of business managers.

6. Our state universities must take the responsibility of training business managers, but as of now not all are doing it.

7. How to train them is the task of the universities.[33]

As if in confirmation of the conern expressedby the university professors, in 1961 the University Contacts Committee of the Association of School Business Officials reported the results of a questionnaire mailed to 296 universities and college in the United States offering graduate work:

> Conclusions
>
> Twenty-nine universities and colleges in fifteen states reported they are offering organized programs

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[33] Annual Volume of Proceedings, Association of School Business Officials of the United States and Canada (Evanston, Illinois, 1960) p. 288.

> for school business administrators. These programs are at the graduate level.
>
> These schools are located in all sections of the United States. Many of the schools reported that the programs are new. These programs were set up to meet needs of individuals and school systems. "Boards of Education are urgently calling for qualified professional men--school business management is a distinctive skill requiring the abilities of a professionally trained technician."
>
> There is evidence in these reports to indicate that the training of the school business administrator should be broad.
>
> Several schools reported that they do not now have a planned program for school business administrators but consideration is being given to the possibility of setting up such a program.[34]

Should the conclusions of the Association of School Business Officials University Contacts Committee tend to express optimism regarding the availability of graduate training for school business administrators, the report of the University Contacts Committee of Illinois Association of School Business Officials the following year would temper this view for potential Illinois business administrators.

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[34] School Business Affairs, XXVII, No. 5 (May, 1961) p. 13.

REPORT OF THE UNIVERSITY CONTACTS COMMITTEE

ILLINOIS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

May 3 and 4, 1962

It was the impression of the University Contacts Committee when given this assignment, that the Illinois Association of School Business Officials wanted some type of survey and/or contact made with institutions of higher learning in the State of Illinois.

The committee prepared a checklist and sent it to 17 universities in the State of Illinois.

There were 13 replies from the 17 checklists. A recapitulation of the questions and answers under TRAINING SECTION is as follows:

1. Do you offer courses leading to a degree in School Business Management?

   A. None answered "Yes". Thirteen answered "No".

2. Do you offer courses in School Business Management as a part of a degree program in Education?

   A. Five answered "Yes". Seven answered "No".

   If yes, what degree:

   A. M. S. in Education--five answered "Yes".
   Certificate of Advanced Study, 6th year--three answered "Yes".
   Phd or EdD in Education--three answered "Yes".

   Do you offer courses in Business Administration as a part of a degree program in Education?

   A. M. S. in Business Administration--two answered "Yes".
   Specialist Degree in Business Administration 6th year-- one answered "Yes".

3. In your opinion, what courses offered in your institution might be valuable in training for a position in the field of School Business Management? (List, even though your institution may not be offering a formal program of courses in this field)

   A. Listed here is the rank according to the number of times a course was listed and according to weighted rankings.

Rank according to No. of times listed	Course	Weighted Rankings (1 - 5)
9	School Finance	32
8	Administration	20
7	Accounting	18
7	Legal Aspects of School Adm.	16
6	Office Management	13
6	School Buildings	9
5	Introduction to Economics	14

Committee Comment:

Only three schools out of 13 indicated that there was as many as 10 specific courses important in training for a position in school business management.

4. Do you believe that the course offerings in the field of School Business Management in your school should be expanded?

   A. Three answered "Yes". Nine answered "No." One gave no answer.

For those who answered "Yes", there were two indications that this expansion should be on the fifth year level, one on the sixth and seventh year level.

5. Do you believe that students training to become school administrators should have some background in business courses?

   A. Eleven answered "Yes." One answered "No." There was no answer from one.

The ranks according to the number of times and weighted rankings concerned specific courses that these schools would place in the category of background business courses for students training to become school business administrators are as follows:

Rank	Course	Weighted Rankings (1 - 5)
6	Accounting	29
5	Economics	22
6	Financial Management	13
3	Personnel Management	10
4	Principles of Management	7
3	Law	8

Committee Comment:

The Committee noted that interest and concern for the following business courses were not listed by any institutions:

Purchasing and Supply Management
Budgeting
Data Processing[35]

It appears that the challenge issued by Hoff in 1954 remains unanswered today by the majority of colleges and universities:

> What institution of higher education will have the imagination and flexibility of curriculum to be first in providing a finished graduate program to prepare college business managers?[36]

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[35] Committee Report, University Contact Committee, Dr. Henry Yankow, Chairman, Illinois Association of School Business Officials, Springfield, Illinois, 1962.

[36] Hoff, op. cit., p. 186.

Work Experience

Of related concern to the formal education of school business managers is the value of prior work experience. Those concerned with this problem have expressed interest in work experience in two distinct areas: (1) work experience in industrial or commercial fields and (2) teaching or educational administration.

A survey by Brannen comparing academic success and accomplishments of school business managers concluded:

> However, many school boards across the country think in terms of their local situation; sometimes it has been more desirable to hire a successful businessman as a business manager rather than someone who has the academic qualifications. As time moves along and the older group passes on, and a younger group takes over, the qualifications of a school business official naturally will be based more and more on academic training.[37]

As a result of his research study, Oosting commented that "it is apparent that the prospective business manager should also have at least two years of business experience."[38]

Nelson took a different tack in his approach to the professionalization of school business management when he said: "I have always opposed any proposal which requires business managers to have teaching experience or to hold any form of a teaching credential."[39]

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[37] Herschel S. Brannen, "Academic Achievements: No Substitute for Business Sense," The Nation's Schools, 68:56, -57, Oct., 1961.

[38] Oosting, op. cit., p. 110.

Morey, as a result of his research on college business management as a profession, presented an alternative of preferred work experience. He recommended specifically, experience in the business offices of a college or universiy and supported his contention with the following statement:

> Instances of notable success in college business management can be cited in which previous experience had been entirely in commercial enterprises. Most institutional administrators believe, however, that the best experience background is to be obtained in college or university business offices. Experience in a commerical business, while not without value, is of less importance because of the opposite primary aims of institutional and commercial operations, the one being to spend available funds wisely, the other to show a financial profit. A person too narrowly indoctrinated with the idea of earning a profit or showing a surplus may work distinct harm in an educational institution.[40]

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[39] Lloyd D. Nelson, "The Role of Institutions of Higher Education in California in Professionalizing School Business Management Through Graduate Programs," Assn. of Sch. Bus. Officials of the U. S. and Canada Proc., 48:256, 1963.

[40] Lloyd Morey, "College Business Management--As A Profession," School and Society, 76:243-244, Oct., 1952.

Schneider analyzed the work experience of respondents to his survey regarding training and professionalization of school business administrators as follows:

> The majority of the school business administrators had worked at another position before becoming business managers. Seventy-six (81.7 per cent) respondents were teachers at one time during their career. Forty-one (44.0 per cent) had experience as a principal. Thirty-eight (40.7 per cent) had served in military service. Thirty-eight (40.7 per cent) had experience in business or industry. Thirty (32.2 per cent) had been a school business official. Twenty-two (23.6 per cent) had served as school superintendents and six (8.6 per cent) had experience as other school administrators.[41]

Folk also questioned 145 school business administrators and officials regarding their work experience and found that:

> Background work experience showed slightly over three-fourths, 110 (75.82 per cent), as having been teachers. About two-thirds, 97 (66.8 per cent), had administrative background. Slightly over one-half, 76 (56.41 per cent), had industrial work experience as part of their background. Many respondents had combinations of one, two, or all three background work experience.[42]

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[41] Schneider, op. cit., p. 76.

[42] Richard Folk, "An Analysis of the Opinions Held by School Business Managers in Illinois to Determine the Feasibility of State Certification for School Business Managers", (unpublished Master's Thesis, Northern Illinois University, DeKalb, Illinois, 1961), p. 65.

Bort in his study of Illinois and California junior college business managers reported:

> Of the 26 respondents in Illinois, 23 (88.46 per cent) had previous business work experience. Only two respondents said they had no experience working in business, and one did not answer. Thirty-eight (77.55 per cent) of the 49 respondents from California replied "Yes" to having work experience in business. Eleven answered "No" to this question. Thus, over three-fourths of the respondents in both states had some experience working in business. In Illinois 17 (73.91 per cent) of 23 respondents having work experience in business indicated an average of 7.44 years' experience. Twenty-seven (71.05 per cent) of the 38 California respondents having experience working in business indicated an average of 5.07 years' experience.[43]

It appears that not only is work experience in other than school business management a desirable qualification but also has high incidence in the background of business administrators at all levels of educational institutions.

Certification

In recent years the certification of school business administrators has been of increasing concern. Justification and recommendations for certification have been the focal point of committees of several state associations of school business officials.

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[43] Bort, op. cit., p. 76.

In 1959 the University of Contact Committee of the Washington Association of School Business Officials explored the problem of certification requirements for school business administrators. Their report included the following reasons for certification of school business administrators:

1. Professionalization of business officials.
2. Assurance that business officials understand the educational point of view.
3. Assurance that business officials have a certain degree of competency.
4. Protection of superintendent and board from pressure to make appointment of unqualified persons.[44]

In May, 1960, the certification committee of the Wisconsin Association of School Business Officials recommended certification for the following reasons:

1. That certification is inevitable and that the business administrators would and should want to develop their own recommendations for certification rather than have a plan developed for them by another group.
2. That it is a way of upgrading ourselves, and of upgrading the administration's image of School Business Administration functions.

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[44] John W. Boyle, "Report of the University Contact Committee of the Washington Association of School Business Officials," School Business Affairs, XXXVI (April, 1960) p. 14.

3. That facilities are needed for self-improvement.
4. That a more standard pattern of job requirements, duties and responsibilities shoud be established.
5. That the administration should be protected from pressure to make appointments of unqualified persons.[45]

Another comment on certification, was made by Buehring in a previously cited study:

> A survey of certification policies authorized by the Association of School Business Officials indicates the following: Slightly fewer than half the states required certification for the school business official. In the majority of those states where certification is required, the school business official utilizes the same certification standards required of the general superintendent, and in most cases, actually is issued a superintendent's certificate. Among those states where the school business official does not have the title of assistant superintendent or administrative assistant, very few have certification requirements.[46]

Texas was the site of a five year study conducted by Wallace. This study was concerned with the role of institutions of higher education working toward a certification program for school business officials. He reported:

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[45] Wallace Zastrow and Committee, "Professionalization of the Wisconsin School Business Administrator," A report of the Wisconsin Association of School Business Officials Certification Committee, (May, 1961).

[46] Buehring, loc. cit.

> During the past five years, a comprehensive certification program for School Business Service Personnel has been conceived and developed to the point where it is now in the final stages of adoption by the State Board of Education. Throughout the entire developmental period the certification program was the focal point of a joint effort of the Texas ASBO, through its Committee on Professionalization and the institutions of Higher Education as represented by the Texas Commission for Revision of Administrative Certification Regulations.[47]

The advancement of programs for the certification of school business managers has been at widely varying rates in the various states but in no instance has it been found that the trend is slackening. New York, New Jersey, Washington, Wisconsin, Minnesota, Texas and Illinois are several states that have been progressing toward certification programs with a few having adopted legal requirements for certification.

Although a definite trend has been established not all authorities are in agreement that certification of school business administrators shoud be the ultimate concern. At the 1963 convention of the Association of School Business Officials Nelson commented:

> With Dr. Joyner, we have maintained that you cannot legislate morality, nor top school business officials

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[47] Morris S. Wallace, "The Role of Institutions of Higher Education in Texas Working Towards a Certification Program for School Business Officials," Assn. of Sch. Bus. Officials of U. S. and Canada Proc., 48:257-258, 1963.

> through certification. However, approximately 90 per cent of the business managers in California are voluntary "certificated" employees and hold an administrative credential by local option.[48]

Bannen also expressed misgiving regarding certification:

> Certification for school business officials may or may not be desirable; it depends upon the operation of the given state or province. As time goes on, the trend naturally will be toward certification.[49]

A study by Callaby conducted in Illinois was concerned with the opinions of school board members regarding state certification for school business administrators. Callaby found that "state certification of school business administrators in Illinois is feasible because a majority of . . . school board members favor certification."[50]

Folk, in a survey of business managers' opinions regarding certification, concluded:

> Certification of school business managers in Illinois is feasible because the majority of school business

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[48] Nelson, loc. cit.

[49] Brannen, op. cit., p. 56.

[50] Donald A. Callaby, "An Analysis of the Opinions Held by a Selected Group of School Board Members in Illinois to Determine the Feasibility of State Certification for School Business Administrators and/or School Business Officials" (unpublished Master's Thesis, Northern Illinois University, DeKalb, Illinois, 1962), p. 74.

> personnel favors certification . . . Group opinion favors certification of the school business administrators but not the school business official.[51]

A third group of persons interesed in certification of school business managers was surveyed by The Nation's Schools magazine. The researchers in this instance similarly concluded:

> State certification, based on special training in business administration, should be required of the administrator in charge of school business affairs, say 67 per cent of the respondents.[52]

Despite the occasional doubt expressed, it appears that majority opinion of school board members, school administrators and business managers favors some form of certification for the school business manager.

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[51] Folk, op. cit., p. 70.

[52] Author's Guide, "Business Managers Should Be Certified, Say Administrators--With Reservation," The Nation's Schools, 70:45, Dec., 1962.

CHAPTER III

DESIGN OF THE STUDY

This study was designed to determine the educational background and work experience desirable for junior college business managers as indicated by the opinions of active junior college business managers from the state of Michigan and to compare the data acquired for this study to data compiled by Bort for a similar study conducted for the states of Illinois and California.[53]

To insure that the data obtained for this study would be comparable to that obtained by Bort for the states of Illinois and California an identical questionnaire was submitted to the junior college business managers of the state of Michigan. A total of 29 questionnaires were mailed to the business managers of 22 public and 7 private junior colleges. These questionnaires were mailed with an explanatory letter (See Appendix A) and an initial response of 12 completed questionnaires or 41.3 per cent return was received. A "follow up" letter produced an additional 5 returns, making a total response of 17 or 58.6 per cent.

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[53] Bort, _op_. _cit_.

Part I of the Questionnaire

Part I of the questionnaire consisted of nine questions. The first four questions requested the name of the responding business manager, the name and location of the junior college and the present enrollment. Question five concerned the years of service of the business manager in his present position. Questions six and seven determined whether the respondent served as a business manager on a full time basis and if not, what other duties were performed by the responding business manager requiring the greater proportion of his time and to rank them in related order. Question nine asked the number of office staff members working directly under the supervision of the business manager.

Part II of the Questionnaire

Part II of the questionnaire consisted of fourteen questions. The first eight were designed to obtain a "yes" or "no" answer regarding the area of educational background and prior work experience of the respondent. Questions regarding prior work experience in business and prior teaching experience and experience as a school business manager before becoming a junior college business manager also requested an indication of the number of years served in each of these capacities.

The last six questions were designed to determine the degrees held by the respondent and the major area of concentration of each degree. The final question of this section determined if the respondent was certificated as a school business administrator.

The data was compiled and tables constructed to indicate the number and percentage of positive and negative responses and to show comparison to similiarly tabulated data as obtained by Bort.

Part III of the Questionnaire

Part III of the questionnaire consisted of the same fourteen items as in Part II except that the questions were redesigned to obtain the opinions of the respondents regarding qualifications desirable for a candidate for the position of junior college business manager. Five columns were provided for the respondents to indicate degree of agreement with the contention of each statement. The columns were lettered A through E, representing the degree of opinions as follows:

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

The data were compiled and tables constructed indicating numbers and percentages of the opinions expressed by the respondents regarding each contention and comparisons made to data as tabulated by Bort.

Part IV of the Questionnaire

Part IV of the questionnaire presented a list of 26 college courses. The business managers were requested to indicate by check mark which of the courses they considered essential to a junior college business manager. Space was provided for noting additional courses not listed but essential in their opinion.

The business managers were then asked to indicate the ten courses they considered most essential for an applicant for a position of junior college business manager by placing numbers one through ten by the indicated courses relating degree of importance by the numerical sequence.

This arrangement facilitated the following inverse weighting system:

Rank	Points
1st	10
2nd	9
3rd	8
4th	7
5th	6

6th	5
7th	4
8th	3
9th	2
10th	1

This quantitative evaluation was tabulated and comparisons made to similar data presented by Bort.

Part V of the Questionnaire

This final section of the questionnaire provided an opportunity for the business managers to subjectively relate other areas they considered important to the education and/or work experience of a candidate for the position of junior college business manager. Although such subjectively presented data does not lend itself to tabulation, citation of responses provides means for a more comprehensive study.

CHAPTER IV

PRESENTATION, ANALYSIS AND COMPARISON OF THE DATA

Questionnaires were mailed to 29 Michigan junior college business officers and 17 or 58.6 per cent were returned. This compares to the 63.5 per cent return to Bort on his study of Illinois and California.[54]

General Information

The general information requested in Part I of the questionnaire has been tabulated with similar information reported by Bort in order that it might be more readily compared.[55]

TABLE 1

ENROLLMENT RANGE AND AVERAGE OF RESPONDING JUNIOR COLLEGES

State	Smallest Enrollment	Largest Enrollment	Average Enrollment
Michigan	62	6,000	1,959
Illinois	33	3,734	934
California	21	17,965	4,724

The first of this series of questions concerned the enrollment of the institution.

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[54] Bort, op. cit., p. 39. [55] Ibid.

According to Table 1, the enrollment of the responding Michigan junior colleges ranged from 62 to 6,000, with an average enrollment of 1,959.

The Illinois range as reported by Bort was from 33 to 3,734, with an average enrollment of 934, while the California range was from 21 to 17,965, with an average enrollment of 4,724.[56]

TABLE 2

RANGE AND AVERAGE OF YEARS EXPERIENCE
AT THEIR PRESENT POSITION
OF RESPONDING JUNIOR COLLEGE BUSINESS MANAGERS

State	Years of Experience		
	Least	Most	Average
Michigan	1.0	31.0	6.5
Illinois	0.0	26.0	4.5
California	0.2	25.0	5.8

The length of time the Michigan respondents were business managers at their present position ranged from one to 31 years. The average number of years experience was 6.5.

Bort reported in his survey the following similar information:

> The range in length of time the Illinois respondents were business managers at their present junior college

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[56] *Ibid.*, p. 39.

> ranged from no years experience to 26 years experience. The average number of years experience was 4.5. The range in length of time the 49 California respondents were business managers at their present junior colleges was from 0.16 years of experience to 25 years of experience. The average number of years the California junior college business managers had been in their present positions was 5.8 years.[57]

It is indicated that the Michigan junior college business managers responding to the survey had an average of two years more experience than those reported from Illinois and .7 years more experience than those reported from California.

In response to the question whether they were full-time business administrator at the college 13, (76.5 per cent) said "Yes" and four (23.5 per cent) answered "No". Of those responding negatively, three (17.6 per cent) indicated that they were also concerned with the business administration of other schools in the district of which the junior college was a part. Others serving as business managers on a part-time basis indicated such other duties as part-time teaching, counseling, scheduling and chief administrative officer.

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[57] Ibid., p. 40.

Regarding the same question Bort reported:

> Of the 26 respondents from Illinois, when asked if they were a full-time business manager at the junior college, only nine (35 per cent) said "Yes" and over half, 17 (65 per cent) answered that they were not. Over a third of the business administrators answering negatively to this question were also business administrators of the other schools in the school district of which the junior college was a part. The remainder of the part-time junior college business managers included three teachers; two deans; one assistant dean; one registrar, department chairman, and director of personnel services; one division chairman and bookstore manager; one convent buyer; one secretary; and finally one developmental specialist.
>
> Of the 49 responding junior college business managers from California, when asked if they were a full-time business manager at the junior college, 31 (63 per cent) said "Yes" and 18 (37 per cent) answered they were not. Half of the business managers answering "No" to this question were also business administrators of other schools in the school district, of which the junior college was a part. The remainder of the part-time business managers included three teachers, two deans, one superintendent of the district and president of the junior college, one store's supervisor, and one academic administrator.[58]

The business managers were asked to list the duties that demanded the greater portion of their time, ranking them from high to low. Of the various duties listed it appeared that the five of predominant concern were (1) budget preparation and control, (2) purchasing, (3) supervision and administration of non-instructional personnel,

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[58] *Ibid*. p. 41.

(4) building planning and construction, and (5) fiscal reporting and projection.

Bort's respondents indicated similar concern with amounts of time apportioned to various duties:

> Five of the major duties of the Illinois junior college business managers involved (1) purchasing, (2) supervision and administration of personnel, (3) accounting and bookkeeping, (4) budgeting, and (5) maintenance and operation. In California five of the main duties of junior college business managers were (1) budgeting, (2) purchasing, (3) supervision and administration of personnel, (4) construction, and (5) maintenance and operation.[59]

The business managers responding from junior colleges in Michigan had an average of 7.4 persons on the office staff directly under their supervison. Bort indicated that:

> The business managers of junior colleges in Illinois had an average of seven persons working on their office staff directly responsible to them. In California there was an average of nine persons on the office staff directly under the supervision of the business manager.[60]

Respondents Educational Background and Work Experience

Part II of the questionnaire provided information regarding the respondent's educational background and work experience. Degrees earned and the major area of study for each degree held by the respondents was requested. The prior business or teaching experience of the respondent was also surveyed. Additional information was requested regarding internship experience and business management certification.

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[59] *Ibid.*, pp. 41-42.

[60] *Ibid.*

TABLE 3

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS HOLDING A DEGREE IN BUSINESS ADMINISTRATION

Degree In Business	Michigan No.	Michigan Per Cent	Illinois No.	Illinois Per Cent	California No.	California Per Cent
Yes	6	35	13	50	17	35
No	11	65	12	46	31	63
No Answer	0	0	1	4	1	2
	17	100	26	100	49	100

Of the 17 respondents from Michigan six (35 per cent) held at least one degree in business administration. Eleven (65 per cent) indicated that they did not hold such a degree. Bort reported that:

> . . . 13 (50 per cent) of the 26 respondents in Illinois held either a bachelor's, master's or doctor's degree in business administration. Twelve (46 per cent) of the Illinois respondents did not have a degree in business. No reply was received from one business manager. In California, on the other hand, 17 (35 per cent), less than half of the 49 respondents, held a degree in business administration. Of the California respondents 31 (63 per cent) did not have a degree in business. Again, one of the business managers did not reply.[61]

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[61] Ibid., p. 43.

TABLE 4

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS WHO STUDIED PRESCRIBED COURSES IN BUSINESS ADMINISTRATION

Studied Business Courses	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	11	65	15	58	29	59
No	4	23	10	38	19	39
No Answer	2	12	1	4	1	2
	17	100	26	100	49	100

As indicated in Table 4, 11 (65 per cent) of the Michigan respondents have studied prescribed courses in business administration. Four (23 per cent) reported that they had not studied such courses and two did not answer. Bort's survey showed that:

> . . . 15 (58 per cent) of the Illinois respondents have studied prescribed courses in business administration. Of the 26 respondents, ten replied negatively and one did not answer. Of the 49 California respondents, 29 (59 per cent) have studied prescribed courses in business. Those that had not studied prescribed business courses number 19. One of the 49 respondents did not answer. Thus, over 50 per cent of the responding junior college business managers in Illinois and California had studied prescribed courses in business administration.[62]

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[62] Ibid., p. 44.

TABLE 5

BUSINESS WORK EXPERIENCE OF JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS

Experience in Business	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	11	65	23	88	38	78
No	3	18	2	8	11	22
No Answer	3	17	1	4	0	0
	17	100	26	100	49	100

Of the respondents from Michigan, 11 (65 per cent) indicated that they had some previous business work experience with seven (64 per cent) of the respondents replying in the affirmative indicating an average of nine years experience. Bort reported that:

> . . . of the 26 respondents in Illinois, 23 (88 per cent) had previous business work experience. Only two respondents said they had no experience working in business, and one did not answer. Thirty-eight (78 per cent) of the 49 respondents from California replied "Yes" to having work experience in business. Eleven answered "No" to this question. Thus, over three-fourths of the respondents in both states had some experience working in business.
>
> In Illinois 17 (74 per cent) of 23 respondents having work experience in business indicated an average of 7.44 years' experience. Twenty-seven (71 per cent) of the 38 California respondents having experience working in business indicated an average of five years' experience.[63]

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[63] *Ibid.*, p. 45.

TABLE 6

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS HOLDING A DEGREE IN EDUCATION

Degree In Education	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	12	71	12	46	32	65
No	4	23	13	50	17	35
No Answer	1	6	1	4	0	0
	17	100	26	100	49	100

Of the Michigan respondents, 12 (71 per cent) indicated that they held a degree in education. Four (23 per cent) indicated they did not hold such a degree and one failed to answer. Bort reported that:

> . . . 12 (46 per cent) of the 26 respondents from Illinois said they held a degree in education. Thirteen (50 per cent) answered that they did not hold a degree in education. One respondent did not answer. Of the 49 California respondents, 32 (65 per cent) said they held a degree in education. Seventeen of the respondents from California answered "No" to this question. Thus, in Illinois fewer than 50 per cent of the responding junior college business managers held a degree in education, whereas in California more than 50 per cent of the respondents held a degree in the field of education.[64]

It would appear from the data summarized in Tables three through six that Michigan respondents tended to come from educational fields rather than from business, but that they are devoting more effort toward obtaining business education than those respondents from Illinois and California.

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[64] Ibid., p. 46.

TABLE 7

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS WHO STUDIED PRESCRIBED COURSES IN EDUCATION

Studied Education Courses	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	9	53	14	54	34	69
No	5	30	11	42	15	31
No Answer	3	17	1	4	0	0
	17	100	26	100	49	100

Of the Michigan respondents nine (53 per cent) had studied prescribed courses in education. Five (30 per cent) said they had no such studies and three respondents did not answer this question. Bort indicated that:

> . . . 14 (54 per cent) of the respondents from Illinois had studied prescribed courses in the field of education. Eleven business managers answered this question "No," out of 26 respondents, while one respondent did not answer at all. Of the 49 California respondents, 34 (69 per cent) had studied prescribed courses in the field of education. Fifteen business managers said that they had not studied such courses.[65]

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[65] Ibid., p. 47.

The information presented indicates that a majority of junior college business managers in the state of Michigan as well as in the states of Illinois and California have studied education courses.

TABLE 8

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS HAVING HAD TEACHING EXPERIENCE

Teaching Experience	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	13	76	21	81	36	73
No	3	18	4	15	13	27
No Answer	1	6	1	4	0	0
	17	100	26	100	49	100

Of the 17 Michigan respondents 13 (76 per cent) indicated having had some experience in teaching, three had no teaching experience and one did not answer. Bort said:

> Of the 26 Illinois respondents, 21 (81 per cent) had some experience in teaching. Four of the respondents from Illinois had no teaching experience. One respondent did not answer. In California 36 (73 per cent) of the respondents had some teaching experience. Thirteen of the 49 respondents had no teaching experience. Thus, well over two-thirds of the total respondents from both states had some teaching experience before becoming a junior college business manager.[66]

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[66] *Ibid.*, p. 48.

Six (46 per cent) of the 13 Michigan respondents reporting years of teaching experience indicated an average of 9.7 years experience. Bort reported:

> Twelve (57 per cent) of 21 respondents from Illinois mentioning that they had teaching experience indicated an average of 7.25 year's experience. Of the 36 California respondents that had a teaching background, 20 (56 per cent) were teachers for an average of 8.33 years.[67]

TABLE 9

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS HAVING HAD INTERNSHIP EXPERIENCE

Internship	Michigan		Illinois		California	
Experience	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	6	35	6	23	14	29
No	8	47	19	73	34	69
No Answer	3	18	1	4	1	2
	17	100	26	100	49	100

According to Table 9, six (35 per cent) of the Michigan respondents indicated internship experience. A majority of those answering, eight (47 per cent) responded negatively and three did not answer. Bort indicated that:

> . . . only six (23 per cent) of the Illinois respondents had internship experience in school business management. Over half, 19 (73 per cent) replied "No"

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[67] *Ibid.*

to this question. One of the 26 respondents did not answer. Of the 49 respondents from California, only 14 (29 per cent) said they had internship experience in school business management. Again, over one-half of the respondents, 34 (69 per cent) replied they had no internship experience. One respondent did not answer.[68]

It appears that junior college business managers having had internship experience are in the minority in all three states tabulated.

TABLE 10

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS
HAVING HAD PREVIOUS EXPERIENCE
AS A SCHOOL BUSINESS ADMINISTRATOR

Previous School Business Administrator	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	10	59	7	27	28	57
No	6	35	18	69	21	43
No Answer	1	6	1	4	0	0
	17	100	26	100	49	100

As indicated in Table 10, ten (59 per cent) of the Michigan respondents reported previous experience as a school business administrator. A lesser percentage, six (35 per cent) has no such experience and one failed to answer. Regarding this, Bort stated that:

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[68] Ibid., p. 49.

There were only seven (27 per cent) of the 26 respondents from Illinois that had previous experience as a school business administrator. Over one-half the total number of Illinois respondents, 18 (69 per cent) had no experience as a school business administrator. One respondent did not answer. Over one-half of the 49 California respondents, 28 (57 per cent) indicated previous experience as a school business administrator. Twenty-one of the California respondents answered "No" to this question.[69]

The average number of years experience of those Michigan respondents reporting previous experience as a school business administrator and indicating the amount was 5.5 years. Bort reported an average of 7.2 years previous school business administrative experience for Illinois respondents and 8.38 years for California respondents.[70]

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[69] *Ibid.*, p. 50. [70] *Ibid.*, p. 51.

TABLE 11

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS HOLDING A BACHELOR'S DEGREE

Bachelor's Degree	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	16	94	24	92	42	86
No	1	6	1	4	7	14
No Answer	0	0	1	4	0	0
	17	100	26	100	49	100

All but one (6 per cent) of the Michigan respondents held a bachelor's degree. Fourteen of the 16 (94 per cent) respondents with bachelor's degree indicated their major field of study. Four (25 per cent) indicated that this major field was business and ten (63 per cent) gave education as the degree with economics, geography, science, mathematics, English, social science, physical education and chemistry as the areas of specialization. Two (12 per cent) indicated a bachelor's degree in other than business or education. Bort's study revealed that:

> . . . 24 (92 per cent) of the 26 Illinois respondents held a bachelor's degree. Only one of the respondents from Illinois did not possess a bachelor's degree. One respondent did not reply to this question. Of the 49 California respondents, 42 (86 per cent) possessed a bachelor's degree. Seven of the California respondents

answered "No" to this question. Thus, in both Illinois and California, over 85 per cent of the responding junior college business managers held a bachelor's degree.[71]

TABLE 12

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS WITH AN EDUCATIONAL BACKGROUND BEYOND THE BACHELOR'S DEGREE

Bachelor's Degree +	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	15	88	23	88	39	80
No	2	12	2	8	10	20
No Answer	0	0	1	4	0	0
	17	100	26	100	49	100

As shown in Table 12, 15 (88 per cent) of the Michigan respondents reported educational background beyond the bachelor's degree. Only two (12 per cent) did not indicate education beyond a bachelor's degree. Bort's study determined that:

> . . . 23 (88 per cent) of the respondents from Illinois had an educational background beyond the bachelor's degree. Only two of the 26 Illinois respondents answered "No". One of the Illinois respondents did not answer. In California 39 (80 per cent) of the respondents had some course work beyond the bachelor's degree. Ten of the 49 respondents from California answered "No" to this question. Thus, in both states over three-fourths of the respondents had an educational background beyond the bachelor's degree.[72]

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[71] Ibid., p. 51. [72] Ibid., p. 53.

TABLE 13

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS HOLDING A MASTER'S DEGREE

Master's Degree	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	12	71	15	58	35	71
No	5	29	10	38	14	29
No Answer	0	0	1	4	0	0
	17	100	26	100	49	100

As shown in Table 13, 12 (71 per cent) of the Michigan respondents indicated that they had earned a master's degree and five (29 per cent) had not done so as of the survey date. Of those respondents reporting that they held a master's degree, nine indicated the major field of study in which it was earned. Seven had earned a master's degree in school administration and two in education. Bort reported in his study that:

> . . . 15 (58 per cent) of the Illinois respondents held a master's degree. Ten of the 26 Illinois respondents did not possess a master's degree. One of the respondents did not answer. In California there were 35 (71 per cent) of the 49 respondents holding a master's degree. Fourteen of the respondents from California replied "No" to this question. Thus, in both states the majority of responding business managers of junior colleges held a master's degree. Of the 75 respondents from Illinois and California, there were 67 per cent holding a master's degree.

Thirteen of the 15 Illinois respondents who had a master's degree indicated their major field of study. Five (33 per cent) of the master's degrees were in education, three (20 per cent) were in business, and two were in mathematics. The remaining three were in economics, languages and physics, and mathematics and education.

In California 30 of the 35 respondents who possessed a master's degree mentioned their major field of study. Twenty-five (71 per cent) of the 35 master's degrees had been earned in the field of education. The remaining five were in business administration, physics, business and education, public administration, and social science and sociology.[73]

TABLE 14

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS WITH AN EDUCATIONAL BACKGROUND BEYOND THE MASTER'S DEGREE

Master's	Michigan		Illinois		California	
Degree +	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	12	71	14	54	32	65
No	5	29	11	42	17	35
No Answer	0	0	1	4	0	0
	17	100	26	100	49	100

Table 14 shows that 12 (71 per cent) of the Michigan respondents had an educational background beyond the master's degree and five (29 per cent) of the respondents did not. Bort reported that:

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[73] *Ibid.*, p. 54.

> . . . 14 (54 per cent) of the 26 respondents from Illinois had an educational background beyond the master's degree. Eleven of the Illinois respondents did not. One respondent did not reply. Of the 49 California respondents, 32 (65 per cent) of the respondents had some course work beyond a masters degree. Seventeen responded that they did not. Thus, the majority of junior college business managers in Illinois and California responding to the survey had an educational background beyond the master's degree.[74]

TABLE 15

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS HOLDING A DOCTOR'S DEGREE

Doctor's	Michigan		Illinois		California	
Degree	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	0	0	3	11	12	24
No	15	88	22	85	37	76
No Answer	2	12	1	4	0	0
	17	100	26	100	49	100

As shown in Table 15, none of the respondents from Michigan held a doctor's degree. This is in contrast to the data tabulated by Bort which revealed that:

> Only three (12 per cent) of the 26 Illinois respondents held a doctor's degree. One respondent did not reply. Of the 49 respondents from California, only 12 (24 per cent) held a doctorate. Thus, in both states about 20 per cent of the respondents held the doctorate.[75]

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[74] *Ibid.*, p. 56.

[75] *Ibid.*, p. 58.

TABLE 16

JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS HAVING A CERTIFICATE IN SCHOOL BUSINESS ADMINISTRATION

Certificate	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	2	12	3	11	7	14
No	12	70	22	85	40	82
No Answer	3	18	1	4	2	4
	17	100	26	100	49	100

According to Table 16 only two (12 per cent of the Michigan respondents held a certificate in school business administration. Twelve (70 per cent) said they did not and three gave no answer to the question. The percentages shown were similar to those reported by Bort:

> . . . only three (12 per cent) of the respondents from Illinois had a certificate in school business administration. Over four-fifths of the 26 Illinois respondents, 22 (85 per cent), were not certified. One of the respondents from Illinois did not answer. Of the respondents from California, only seven (14 per cent) possessed a certificate. Over four-fifths of the 49 California respondents, 40 (82 per cent), held no certificate in school business administration.[76]

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[76] Ibid., p. 59.

Summary Tables--Respondents' Educational Background and Work Experience

Summarized in Table 17 is the data presented in Tables three through sixteen concerning the Michigan respondents educational background and work experience.

Table 18 incorporates the data compiled by Bort in order to facilitate direct comparison of the findings. Only the significant percentages are tabulated, ignoring the small percentages of respondents who neither answered in the affirmative or negative.[77]

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[77] Ibid., p. 60.

TABLE 17

SUMMARY OF THE EDUCATIONAL BACKGROUND AND WORK EXPERIENCE OF THE MICHIGAN JUNIOR COLLEGE BUSINESS MANAGER RESPONDENTS

The Respondent	Per Cent*		
	Yes	No	No Answer
A. Held a degree in business administration	35	65	0
B. Studied prescribed courses in business administration	65	23	12
C. Has some business work experience	65	18	17
D. Held a degree in education	71	23	6
E. Studied prescribed courses in education	53	30	17
F. Has taught before becoming a junior college business administrator	76-	18	6
G. Has some type of previous internship in school business administration	35	47	18
H. Has experience as a school business administrator before becoming a junior college business administrator	59	35	6
I. Held a bachelor's degree	94	6	0
J. Has education beyond the bachelor's degree	88	12	0
K. Held a master's degree	71	29	0
L. Has education beyond the master's degree	71	29	0
M. Held a doctor's degree	0	88	12
N. Has a certificate in school business administration	12	70	18

* Rounded to the nearest per cent

As shown in Table 17, over 50 per cent of the responding Michigan junior college business managers indicated that they:

(1) studied prescribed courses in business administration (65 per cent)

(2) had some business work experience (65 per cent)

(3) held a degree in education (71 per cent)

(4) studied prescribed courses in education (53 per cent)

(5) had taught before becoming a junior college business administrator (76 per cent)

(6) had experience as a school business administrator before becoming a junior college business administrator (59 per cent)

(7) held a bachelor's degree (94 per cent)

(8) had education beyond the bachelor's degree (88 per cent)

(9) held a master's degree (71 per cent)

(10) had education beyond the master's degree (71 per cent)

Less than 50 per cent of the Michigan respondents indicated that they:

(1) held a degree in business administration (35 per cent)

(2) had some type of previous internship in school business administration (35 per cent)

(3) held a doctor's degree (0 per cent)

(4) had a certificate in school business administration (12 per cent)

As shown in Table 18, these responses compared favorably with those reprted by Bort for the states of Illinois and California with two exceptions. Illinois was the exceptional state in both instances. Less than half the Illinois respondents held a degree in education while in Michigan and California more than three-fifths held such a degree. Also, only about one-fourth the Illinois respondents had previous experience as a school business administrator as compared with over one-half of both the Michigan and California respondents.[78]

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[78] Ibid., pp. 63-64.

TABLE 18

THE EDUCATIONAL BACKGROUND AND WORK EXPERIENCE OF MICHIGAN, ILLINOIS AND CALIFORNIA JUNIOR COLLEGE BUSINESS MANAGERS

The Respondent	Michigan		Illinois		California	
	Per Cent*					
	Yes	No	Yes	No	Yes	No
A. Held a degree in business administration	35	65	50	46	35	63
B. Studied courses in business administration	65	23	58	38	59	39
C. Had some business work experience	65	18	88	8	78	22
D. Held a degree in education	71	23	46	50	65	35
E. Studied prescribed courses in education	53	30	54	42	69	31
F. Had taught before becoming a junior college business administrator	76	18	81	15	73	27
G. Had some type of previous internship in school business administration	35	47	23	73	29	69
H. Had experience as a school business administrator	59	35	27	69	57	43
I. Held a bachelor's degree	94	6	92	4	86	14
J. Had education beyond the bachelor's degree	88	12	88	8	80	20
K. Held a master's degree	71	29	58	38	71	29
L. Had education beyond the master's degree	71	29	54	42	65	35
M. Held a doctor's degree	0	88	11	85	24	76
N. Had a certificate in school business administration	12	70	11	85	14	82

* Rounded to the nearest per cent

Respondents' Opinions Concerning Candidate's Qualifications

Part III of the questionnaire solicited the opinions of the respondents as to the validity of 14 generalizations regarding desirable qualifications of candidates for the position of junior college business manager. The questionnaire provided for five degrees of agreement or disagreement with each statement. The opinions expressed by the Michigan respondents are summarized and compared to the opinions of Illinois and California junior college business managers as reported by Bort.[79]

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[79] Ibid.

TABLE 19

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HOLD A DEGREE IN BUSINESS ADMINISTRATION

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	5	29	6	23	13	27
Agree	6	36	13	50	17	35
Undecided	5	29	3	12	6	12
Disagree	1	6	4	15	11	22
Strongly disagree	0	0	0	0	2	4
Did not answer	0	0	0	0	0	0
	17	100	26	100	49	100

According to Table 19, 11 (65 per cent) of the Michigan respondents agreed that a junior college business manager candidate should hold a degree in business administration. Bort's respondents from Illinois and California indicated similar attitude toward this question with 73 per cent and 62 per cent agreement respectively.[80]

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[80] Ibid., pp. 67-68.

TABLE 20

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HAVE STUDIED PRESCRIBED COURSES IN BUSINESS ADMINISTRATION

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	4	23	7	27	19	39
Agree	10	59	15	58	24	49
Undecided	1	6	1	4	3	6
Disagree	0	0	2	7	3	6
Strongly disagree	0	0	0	0	0	0
Did not answer	2	12	1	4	0	0
	17	100	26	100	49	100

Table 20 shows that 14 (82 per cent) of the Michigan respondents agreed that a junior college business manager candidate should have studied prescribed courses in business administration. Strong agreement is also indicated by Bort's respondents with Illinois showing 85 per cent favorable response and 88 per cent of the California business managers indicating favorable response.[81]

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[81] *Ibid.*, pp. 69-70.

TABLE 21

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HAVE SOME PREVIOUS BUSINESS WORK EXPERIENCE

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	6	35	8	31	17	35
Agree	7	41	13	50	22	45
Undecided	3	18	3	11	6	12
Disagree	0	0	2	8	3	6
Strongly disagree	0	0	0	0	1	2
Did not answer	1	6	0	0	0	0
	17	100	26	100	49	100

As shown in Table 21, 13 (76 per cent) of the Michigan respondents agreed that it is desirable for a junior college business manager candidate to have had some previous business work experience. A favorable comparison is shown by the respondents to Bort's survey with 81 per cent of the Illinois business managers and 80 per cent of the California business managers indicating agreement.[82]

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[82] *Ibid.*, pp. 71-72.

TABLE 22

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HOLD A DEGREE IN EDUCATION

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	5	29	1	4	11	23
Agree	5	29	6	23	19	39
Undecided	2	12	11	42	5	10
Disagree	4	24	4	15	8	16
Strongly disagree	0	0	3	12	6	12
Did not answer	1	6	1	4	0	0
	17	100	26	100	49	100

Table 22 shows that 10 (58 per cent) of the Michigan respondents and 30 (62 per cent) of Bort's California respondents agreed that a junior college business manager candidate should hold a degree in education. The Illinois respondents were less conclusive however, with 27 per cent in agreement, 27 per cent disagreeing, and 46 per cent either undecided or failing to answer.[83]

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[83] *Ibid.*, pp. 73-74.

TABLE 23

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HAVE STUDIED PRESCRIBED COURSES IN EDUCATION

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	5	29	3	12	15	31
Agree	4	24	7	27	22	45
Undecided	5	29	9	35	5	10
Disagree	2	12	3	11	5	10
Strongly disagree	0	0	3	11	1	2
Did not answer	1	6	1	4	1	2
	17	100	26	100	49	100

As shown in Table 23, nine (53 per cent) of the Michigan respondents favored a junior college business manager candidate having studied prescribed courses in education. Bort's California respondents were more definite with 76 per cent indicating agreement. The Illinois junior college business manager again indicated reservation with only 39 per cent in agreement and a similar 39 per cent either undecided or not answering. This disagreement on the part of Bort's Illinois respondents tends to confirm the data compiled in Tables 19 and 20 indicating preference for business training.[84]

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[84] *Ibid.*, pp. 75-76.

TABLE 24

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD BE A TEACHER BEFORE BECOMING A COLLEGE BUSINESS ADMINISTRATOR

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	5	29	10	39	18	37
Agree	5	29	5	19	13	27
Undecided	3	18	5	19	7	14
Disagree	3	18	6	23	5	10
Strongly disagree	1	6	0	0	6	12
Did not answer	0	0	0	0	0	0
	17	100	26	100	49	100

Table 24 shows 10 (58 per cent) of the Michigan respondents in agreement with the contention that a junior college business manager candidate should have teaching experience. A similar response was received by Bort from Illinois business managers but those from California indicated stronger alliance with educational training with 64 per cent responding in favor of teaching experience. The response shown in Table 24 by California business managers tends to confirm the opinions as shown in Tables 22 and 23, again indicating stronger inclination toward an educational background.[85]

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[85] *Ibid.*, pp. 77-78.

TABLE 25

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD BE REQUIRED TO HAVE SOME TYPE OF PREVIOUS INTERNSHIP IN SCHOOL BUSINESS ADMINISTRATION

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	3	18	1	4	6	12
Agree	7	41	13	50	20	41
Undecided	3	17	9	35	19	39
Disagree	2	12	3	11	3	6
Strongly disagree	0	0	0	0	1	2
Did not answer	2	12	0	0	0	0
	17	100	26	100	49	100

According to Table 25, ten (59 per cent) of the Michigan respondents agreed that a candidate for a junior college business manager's position should be required to have some type of previous internship in school business administration. This response was similar to that reported by Bort with Illinois junior college business managers indicating 54 per cent agreement and California business managers responding with 53 per cent in accord.[86]

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[86] *Ibid.*, pp. 79-80.

TABLE 26

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HAVE SOME EXPERIENCE AS A SCHOOL BUSINESS ADMINISTRATOR BEFORE BECOMING A JUNIOR COLLEGE BUSINESS ADMINISTRATOR

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	3	18	2	8	6	12
Agree	6	35	8	31	22	45
Undecided	6	35	11	42	12	25
Disagree	2	12	3	11	8	16
Strongly disagree	0	0	1	4	1	2
Did not answer	0	0	1	4	0	0
	17	100	26	100	49	100

Table 26 indicates a small majority or nine (53 per cent) of the Michigan junior college business managers in agreement with the statement that a junior college business manager candidate should have some experience as a school business administrator. Bort reported similar response from California junior college business managers with 57 per cent indicating agreement. Illinois response varied with a minority of 39 per cent indicating agreement.[87]

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[87] Ibid., pp. 81-82.

TABLE 27

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HOLD A BACHELOR'S DEGREE

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	11	65	16	61	29	59
Agree	6	35	8	31	17	35
Undecided	0	0	1	4	0	0
Disagree	0	0	0	0	2	4
Strongly disagree	0	0	0	0	1	2
Did not answer	0	0	1	4	0	0
	17	100	26	100	49	100

Strong agreement is shown in Table 27 by all respondents to this study and Bort's study. Michigan junior college business managers indicated 100 per cent agreement to the statement that a junior college business manager candidate should hold a bachelor's degree. Bort's Illinois respondents also favored this contention. With one respondent undecided and one failing to answer, those in agreement represented 92 per cent. The California respondents indicated 94 per cent agreement, with six per cent of the opinion that a bachelor's degree should not be a necessary qualification.[88]

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[88] *Ibid.*, pp. 83-84.

TABLE 28

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HAVE EDUCATION BEYOND THE BACHELOR'S DEGREE

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	10	59	14	54	25	51
Agree	4	23	5	19	14	29
Undecided	2	12	4	15	5	10
Disagree	0	0	2	8	3	6
Strongly disagree	0	0	0	0	2	4
Did not answer	1	6	1	4	0	0
	17	100	26	100	49	100

Table 28 shows that 14 (82 per cent) of the Michigan respondents agreed that a junior college business manager candidate should have education beyond a bachelor's degree. Bort's Illinois and California respondents indicated similar agreement with 73 per cent of the Illinois and 80 per cent of the California respondents in agreement. In contrast to the lack of disagreement from Michigan respondents, eight per cent of Illinois business managers and ten per cent of the California business managers disagreed with the necessity of education beyond a bachelor's degree.[89]

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[89] Ibid., pp. 85-86.

TABLE 29

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HOLD A MASTER'S DEGREE

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	8	47	12	46	18	37
Agree	5	29	3	12	16	33
Undecided	3	18	5	19	10	20
Disagree	0	0	5	19	3	6
Strongly disagree	0	0	0	0	2	4
Did not answer	1	6	1	4	0	0
	17	100	26	100	49	100

A greater majority of the respondents from Michigan than those from Illinois and California indicated agreement that a junior college business manager candidate should have a master's degree. As shown in Table 29, 13 (76 per cent) of the Michigan respondents agreed as compared with 58 per cent of those from Illinois and 70 per cent from California. No negative responses were indicated by Michigan respondents while 19 per cent of the Illinois respondents and ten per cent of the California respondents expressed disagreement with the statement that a junior college business manager candidate should hold a master's degree.[90]

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[90] Ibid., pp. 87-88.

TABLE 30

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HAVE EDUCATION BEYOND A MASTER'S DEGREE

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	6	35	5	19	8	16
Agree	2	12	3	12	10	21
Undecided	5	29	5	19	22	45
Disagree	1	6	9	35	7	14
Strongly disagree	1	6	0	0	2	4
Did not answer	2	12	4	15	0	0
	17	100	26	100	49	100

Table 30 indicates that only eight (47 per cent) of the Michigan respondents favored requiring junior college business manager candidates to have education beyond a master's degree. Although this percentage is slightly larger than that shown by Illinois respondents (31 per cent) and California respondents (37 per cent) a strong similarity in trend is indicated. The more definite disagreement expressed by the Illinois respondents (35 per cent) is in contrast to the smaller percentages expressed by the Michigan respondents (12 per cent) and the California respondents (18 per cent). The indecision on this question by the California respondents (45 per cent) is notable.[91]

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[91] *Ibid.*, pp. 89-90.

TABLE 31

OPINION ANALYSIS--A CANDIDATE FOR A JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD HOLD A DOCTOR'S DEGREE

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	0	0	2	8	3	6
Agree	2	12	0	0	9	18
Undecided	8	47	8	31	17	35
Disagree	3	17	8	31	14	29
Strongly disagree	2	12	5	19	5	10
Did not answer	2	12	3	11	1	2
	17	100	26	100	49	100

Definite lack of agreement by respondents from all three states is shown in Table 31 with the statement that junior college business manager candidates should hold a doctor's degree. One-half the Illinois respondents definitely disagreed and agreement was indicated by only 12 per cent, 8 per cent and 24 per cent from Michigan, Illinois and California respectively.[92]

It is notable that the 24 per cent agreement expressed by Bort's California respondents was identical to the 24 per cent of the California respondents holding doctor's degrees.[93]

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[92] *Ibid.*, pp. 91-92. [93] *Ibid.*, p. 62.

TABLE 32

OPINION ANALYSIS--A CANDIDATE FOR A
JUNIOR COLLEGE BUSINESS MANAGER'S POSITION SHOULD
HAVE A CERTIFICATE IN SCHOOL BUSINESS ADMINISTRATION

Opinion	Michigan		Illinois		California	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Strongly agree	1	6	3	12	7	14
Agree	8	47	7	27	13	27
Undecided	4	23	10	38	22	45
Disagree	2	12	3	12	4	8
Strongly disagree	1	6	2	7	1	2
Did not answer	1	6	1	4	2	4
	17	100	26	100	49	100

Table 32 shows the Michigan respondents somewhat more decisive on the question of certification. The nine (53 per cent) of the Michigan respondents favoring the requirement of a certificate for junior college business manager candidates was greater than the seven (41 per cent) either undecided or opposed to such a requirement. Bort's Illinois respondents were 39 per cent in favor and 57 per cent either undecided or opposed. Of the California respondents 41 per cent were in favor and 55 per cent were opposed to the proposition that a certificate in school business administration is a desirable qualification for a junior college business manager candidate.[94]

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[94] Ibid., pp. 93-94.

Summary Tables--Respondents' Opinions Concerning Desirable Qualifications for Business Manager Candidates

The data presented in Tables 19 through 32 concerning the Michigan respondents opinions of desirable qualifications for junior college business manager candidates are summarized in Table 33. As shown in Table 33, more than 50 per cent of the respondents felt that a candidate for the position of junior college business manager should:

(1) Hold a degree in business administration

(2) Have studied prescribed courses in business administration

(3) Have some business work experience as background training

(4) Hold a degree in education

(5) Have studied prescribed courses in education

(6) Be a teacher before becoming a school business administrator

(7) Be required to have some type of previous internship in school business administration

(8) Have some experience as a school business administrator before becoming a junior college business administrator

(9) Hold a bachelor's degree

(10) Have education beyond the bachelor's degree

(11) Hold a master's degree

(12) Have a certificate in school business administration

Less than half of the Michigan respondents favored the opinion that the candidate should have education beyond the master's degree or hold a doctor's degree.

TABLE 33

SUMMARY OF OPINIONS OF MICHIGAN RESPONDENTS CONCERNING THE DESIRABLE QUALIFICATIONS OF A CANDIDATE FOR THE POSITION OF JUNIOR COLLEGE BUSINESS MANAGER

A Candidate for the Position of Junior College Business Manager Should:	Per Cent*					
	Strongly Agreed	Agreed	Undecided	Disagree	Strongly Disagree	No Answer
A. Hold a degree in business administration	29	36	29	6	0	0
B. Have studied prescribed courses in business adm.	23	59	6	0	0	12
C. Have some business work experience	35	41	18	0	0	6
D. Hold a degree in education	29	29	12	24	0	6
E. Have studied prescribed courses in education	29	24	29	12	0	6
F. Be a teacher before becoming a school business adm.	29	29	18	18	6	0
G. Be required to have some type of previous internship in school business adm.	18	41	17	12	0	12
H. Have some experience as a school business adm. before becoming a junior college business adm.	18	35	35	12	0	0
I. Hold a bachelor's degree	65	35	0	0	0	0
J. Have education beyond the bachelor's degree	59	23	12	0	0	6
K. Hold a master's degree	47	29	18	0	0	6
L. Have education beyond the master's degree	35	12	29	6	6	12
M. Hold a doctor's degree	0	12	47	17	12	12
N. Have a certificate in school business administration	6	47	23	12	6	6

* Rounded to the nearest per cent

TABLE 34

SUMMARY OF OPINIONS OF MICHIGAN, ILLINOIS AND CALIFORNIA BUSINESS MANAGERS CONCERNING DESIRABLE QUALIFICATIONS FOR JUNIOR COLLEGE BUSINESS MANAGER CANDIDATES

A Candidate for the Position of Junior College Business Manager Should:	Michigan		Illinois		California	
	Per Cent*					
	Yes	No	Yes	No	Yes	No
A. Hold a degree in business administration	65	6	73	15	62	26
B. Have studied courses in business administration	82	0	85	7	88	6
C. Have some business work experience	76	0	81	8	80	8
D. Hold a degree in education	58	24	27	27	62	28
E. Have studied courses in education	53	12	39	22	76	12
F. Have teaching experience	58	24	58	23	64	22
G. Have served an internship	59	12	54	11	53	8
H. Have experience as a school business administrator	53	12	39	15	57	18
I. Hold a bachelor's degree	100	0	92	0	94	6
J. Have education beyond the bachelor's degree	82	0	73	8	80	10
K. Hold a master's degree	76	0	58	19	70	10
L. Have education beyond the master's degree	47	12	31	35	37	18
M. Hold a doctor's degree	12	29	8	50	24	39
N. Have a certificate in school business administration	53	18	39	19	41	10

* Rounded to the nearest per cent

Table 34 summarizes the favorable and unfavorable responses as indicated by the Michigan respondents and also the opinions of Illinois and California junior college business managers as determined by Bort.[95]

The majority of business managers from Michigan, Illinois and California indicated that they felt the following qualifications were desirable for junior college business manager candidates:

(1) A degree in business administration

(2) Studied prescribed courses in business administration

(3) Some business work experience as background training

(4) Prior teaching experience

(5) Served internship in school business administration

(6) Hold a bachelor's degree

(7) Have education beyond a bachelor's degree

(8) Hold a master's degree

A majority also had similar opinions regarding the lack of need of the following qualifications for junior college business manager candidates:

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[95] Ibid., pp. 97-98.

(1) Hold a degree in education

(2) Studied prescribed courses in education

(3) Experience as a school business administrator

(4) Education beyond a master's degree

(5) Hold a doctor's degree

(6) Hold a certificate in school business administration

It is notable that the Michigan respondents favored the requirement of both a degree in business administration and a degree in education as did Bort's California respondents. Illinois respondents, however, were conclusive in their expressed preference for a degree in business administration (73 per cent) as opposed to a degree in education (27 per cent).

Bort's Illinois respondents were again in the minority regarding the study of courses in education. Although 53 per cent of the Michigan respondents and 76 per cent of the Illinois respondents indicated similar opinions.

Lack of agreement is also revealed regarding the desirability of prior experience in school business administration. A minority of the Illinois respondents (39 per cent) agreed that such experience was necessarily a desirable qualification while a majority of the Michigan and California respondents expressed agreement with the proposal.

The only other of this series of questions prompting disunity of opinion among the respondents concerned the desirability of certification in school business administration.

The Michigan respondents in this instance stood opposed to Illinois and California respondents when they expressed majority opinion in favor of certification. The majority of both Illinois and California respondents were either undecided or opposed to the requirement of a business management certificate as a desirable qualification.

College Courses

Part IV of the questionnaire presented a list of 26 possible college courses and asked the respondents to indicate by a check those they considered essential in the training of a junior college business manager. The second request of Part IV was for the respondents to rank the ten courses he felt most beneficial to the candidate. Table 35 summarizes the ranking as determined by the Michigan respondents.

As shown in Table 35 the ten most essential courses in the opinion of the Michigan respondents were (1) school fund accounting, (2) school finance, (3) school business management, (4) school organization and administration, (5) purchasing and supply administration, (6) advanced school fund accounting, (7) school law, (8) school office and personnel management, (9) maintenance and operations and (10) administration of staff personnel.

Tables 36 and 37 show that Bort's Illinois and California respondents ranked as the ten most essential courses, (1) school finance, (2) school business management, (3) school fund accounting, (4) school law, (5) school organization and administration, (6) purchasing and supply management, (7) school office and personnel management, (9) school buildings and (10) advanced school fund accounting, and budgeting.[98]

It is notable that with one exception the first ten courses selected by the respondents from all three states were identical although not in the same sequential ranking.

The one exception was the inclusion of administration of staff personnel in the first ten courses considered

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[98] Ibid., p. 104.

TABLE 35

RANKING OF COLLEGE COURSES CONSIDERED BY 17 MICHIGAN JUNIOR COLLEGE BUSINESS MANAGERS TO BE THE MOST IMPORTANT IN THE EDUCATION OF JUNIOR COLLEGE BUSINESS MANAGERS

Rank	College Courses	Total Points
1	School Fund Accounting	112
2	School Finance	110
3	School Business Management	76
4	School Organization and Administration	75
5	Purchasing and Supply Administration	67
6	Advanced School Fund Accounting	63
7	School Law	60
8	School Office Personnel and Management	60
9	Maintenance and Operations	50
10	Administration of Staff Personnel	49
11	Management of Auxilary Enterprises	35
12	School Buildings	27
13	Internship in School Business Management	21
14	Problems in School Administration	21
15	School-Community Relations	20
16	Improvement of Instruction	20
17	Electronic Data Processing	17
18	Social Foundations of Education	11
19	Psychological Foundations of Education	10
20	Curriculum Theory	10
21	Research in School Business Management	6
22	Computer Systems	6
23	Other ______________________	3
24	Practicum in School Business Management	0
25	Siminar in School Business Management	0
26	School Administration Field Studies	0
27	Independent Research	0

TABLE 36

RANKING OF COLLEGE COURSES CONSIDERED BY 26 ILLINOIS JUNIOR COLLEGE BUSINESS MANAGERS TO BE THE MOST IMPORTANT IN THE EDUCATION OF JUNIOR COLLEGE BUSINESS MANAGERS[96]

Rank	College Courses	Total Points
1	School Business Management	136
2	School Fund Accounting	126
3	School Finance	108
4	School Office and Personnel Management	90
5	Purchasing and Supply Administration	80
6	School Law	72
7	Advanced School Fund Accounting and Budgeting	70
8	School Organization and Administration	69
9	Maintenance and Operations in School Business Management	57
10	School Buildings	55
11	Electronic Data Processing	50
12	School-Community Relations	47
13	Seminar in School Business Management	38
14	Management of Auxiliary Enterprises	38
15	Administration of Staff Personnel	37
16	Problems in School Administration	36
17	Internship in School Business Management	32
18	Other ____________________	28
19	Improvement of Instruction	23
20	Curriculum Theory	19
21	Social Foundations of Education	14
22	Computer Systems	11
23	Practicum in School Business Management	10
24	Psychological Foundations of Education	6
25	Research in School Business Management	5
26	School Administration Field Studies	3
27	Independent Research	2

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[96] _Ibid._, p. 101.

TABLE 37

RANKING OF COLLEGE COURSES CONSIDERED BY 49 CALIFORNIA JUNIOR COLLEGE BUSINESS MANAGERS TO BE THE MOST IMPORTANT IN THE EDUCATION OF JUNIOR COLLEGE BUSINESS MANAGERS[97]

Rank	College Courses	Total Points
1	School Finance	266
2	School Business Management	229
3	School Law	227
4	School Fund Accounting	174
5	School Organization and Administration	151
6	Purchasing and Supply Administration	127
7	Maintenance and Operations in School Business Management	125
8	School Buildings	121
9	School Office and Personnel Management	115
10	Advanced School Fund Accounting and Budgeting	86
11	Problems in School Administration	74
12	Administration of Staff Personnel	72
13	School-Community Relations	63
14	Internship in School Business Management	54
15	Curriculum Theory	42
16	Electronic Data Processing	38
17	Management of Auxiliary Enterprises	34
18	Improvement of Instruction	32
19	Practicum in School Business Management	22
20	Seminar in School Business Management	21
21	Social Foundations of Education	18
22	Other ________________	14
23	Psychological Foundations of Education	13
24	Independent Research	10
25	Computer Systems	6
26	Research in School Business Management	5
27	School Administration Field Studies	5

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[97] Ibid., p. 102.

TABLE 38

RANKING OF COLLEGE COURSES CONSIDERED BY 92 RESPONDENTS FROM ILLINOIS, CALIFORNIA AND MICHIGAN TO BE THE MOST IMPORTANT IN THE EDUCATION OF JUNIOR COLLEGE BUSINESS MANAGERS

Rank	College Courses	Total Points
1	School Finance	484
2	School Business Management	441
3	School Fund Accounting	412
4	School Law	359
5	School Organization and Administration	299
6	Purchasing and Supply Administration	274
7	School Office Personnel and Management	265
8	Maintenance and Operation in School Business Management	232
9	Advanced School Fund Accounting and Budgeting	219
10	School Buildings	203
11	Administration of Staff Personnel	158
12	Problems in School Administration	131
13	School-Community Relations	130
14	Internship in School Business Management	107
15	Management of Auxiliary Enterprises	107
16	Electronic Data Processing	105
17	Improvement of Instruction	75
18	Curriculum Theory	71
19	Seminar in School Business Management	59
20	Other ____________	45
21	Social Foundations of Education	43
22	Practicum in School Business Management	32
23	Psychological Foundations of Education	29
24	Computer Systems	23
25	Research in School Business Management	16
26	Independent Research	12
27	School Administration Field Studies	8

essential by the Michigan respondents. School buildings, rated by Bort's Illinois and California respondents in the top ten, was ranked twelfth by the Michigan respondents. Administration of staff personnel, ranked tenth by the Michigan respondents, was ranked twelfth by Bort's California respondents and fifteenth by Bort's Illinois respondents.

In order that a more comprehensive consensus might be obtained, the total points as indicated in tables 35, 36 and 37 were combined and the courses listed in Table 38 according to combined total points. The cumulative ranking of the first ten courses as selected by the respondents from Michigan, Illinois and California were (1) school finance, (2) school business management, (3) school fund accounting, (4) school law, (5) school organization and administration, (6) purchasing and supply administration, (7) school office and personnel management, (8) maintenance and operation in school business management, (9) advanced school fund accounting and budgeting and (10) school buildings.

In addition to the courses listed in Table 38, the Michigan respondents indicated insurance and administration of fringe benefits as desirable areas of study for the potential junior college business manager.

The Illinois and California junior college business managers responding to Bort's survey suggested other valuable areas of study as:

> . . . insurance, contract law, economics, finance (tax structure), public speaking, statistics, accounting principles, school food services, junior colleges, investments, curriculum and administrative study of adult education, systems analysis, staff negotiations, and new media of instruction. Only one of the above courses, insurance, was mentioned more than once.[99]

Part V of the questionnaire solicited comments on other areas of education or work experience that the respondents considered important to the junior college business manager candidate. One respondent felt that experience in the manufacturing industry would enhance the value of a junior college business manager. Two respondents were similarly concerned with new building planning and construction and one suggested engineering training. Previous involvement in purchasing was cited as a beneficial experience.

The study of federal reimbursement and subsidy plans was noted by one respondent and another suggested knowledge of the legislative processes of the business managers state as a valuable attribute. Regarding this section of the questionnaire Bort said:

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[99] Ibid., p. 103.

> The most-mentioned comments in both Illinois (3) and California (7) centered around the applicant having a well rounded personality. . . . Regarding previous work experience, four respondents mentioned the importance of a candidate having business work experience. Three respondents commented on the importance of having teaching experience, while one respondent did not feel that a teaching certificate was necessary.[100]

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[100] Ibid., p. 105.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMENDATIONS

The purpose of this study was to determine the educational background and work experience desirable for junior college business managers.

The study was concerned with five areas of inquiry:

1. What specific academic subjects are necessary in the training of junior college business managers?

2. What academic degrees are considered desirable by junior college business managers in meeting the qualifications for their positions?

3. What work experiences are considered helpful or essential to effectively pursue the position of junior college business manager?

4. What certification requirements are desirable for junior college business managers?

5. What comparisons may be made of the opinions of junior college business managers of Illinois and California and junior college business managers of Michigan regarding educational background and work experience desirable for their positions?

I. SUMMARY

To facilitate this study a four page questionnaire, identical to that used by Bort for a similar study of Illinois and California, was mailed to the business managers of the 22 public and seven private junior colleges in the state of Michigan. A total of 17 or 58.6 per cent were returned.

M

Part I of the questionnaire requested general information regarding the respondent and the junior college he represented. Requested was the name and years experience of the respondent and the name, address and enrollment of the junior college. The business managers were asked if they served as full-time business administrators and, if not, in what other capacities they served. A list of their duties, ranked in order of time required, was also requested. The final concern of this section was the number of office personnel working directly under the supervision of the business manager.

Part II of the questionnaire was concerned with the educational background, work experience and certification of the business manager respondents. The summary information was presented in Table 17 and the comparative data in Table 18.

Part III of the questionnaire solicited the opinions of the respondents regarding qualifications desirable for a candidate for the position of junior college business manager. The summary information was presented in Table 33 and the comparative data in Table 34.

Part IV of the questionnaire determined areas of study the respondents considered important in the training of junior college business managers. The summary and comparative information was presented in Tables 35 through 38.

Part V of the questionnaire provided an opportunity for the respondents to suggest other areas of study or work experience, not previously listed in the questionnaire, they considered desirable in the training of a junior college business manager.

II. CONCLUSIONS

A. General Information

The following conclusions may be drawn concerning the general information submitted by the respondents.

1, The average enrollment of the junior colleges represented by the respondents was 1,959.

2. The 17 respondents had worked an average of 6.5 years at their present positions.

3 Thirteen (76.5 per cent) worked as business managers on a full-time basis while four (23.5 per cent) also served in some other capacity. Three (17.6 per cent) were also concerned with the business administration of other schools in the district of which the junior college was a part.

F

4 Five duties of predominent concern to the junior college business managers were (1) budget preparation and control, (2) purchasing, (3) supervision and administration of non-instructional personnel, (4) building planning and construction and (5) fiscal reporting and projection.

5 The responding business managers had an average of 7.4 persons working on the office staff directly responsible to them.

B. RESPONDENTS' EDUCATIONAL BACKGROUND AND WORK EXPERIENCE

The following conclusions concerning the educational background and work experience of the respondents may be drawn from the second part of this study. put

College Courses and Degrees put

6 Although 75 per cent of the respondents had studied prescribed courses in business administration, only 35 per cent of the 17 respondents held a degree in business administration, while 71 per cent of the respondents held a degree in education.

7 Approximately one-third (35 per cent) of the respondents had served some type of internship in school business administration.

8 Bachelor's degrees were held by 94 per cent of the respondents. Of the respondents holding bachelor's degrees, 25 per cent indicated the field of study as business and 63 per cent listed education as the major area. The remaining 12 per cent of the bachelor's degrees were earned in other areas.

9. There were 88 per cent of the respondents who had education beyond a bachelor's degree and 71 per cent held a

master's degree. The majority of the master's degrees held were earned in education and school administration.

10. The same number (71 per cent) holding master's degrees also had education beyond a master's degree but none of the respondents indicated that they had earned a doctorate.

Certification

out

11 Only 12 per cent of the respondents held a certificate in school business management. In each instance the respondent volunteered that the certification had been issued by the Association of School Business Officials. Several respondents noted that the state of Michigan does not issue a specific certificate for business administrators. out

Work Experience

12. A majority (65 per cent) of the respondents had previous work experience in business. Teaching experience contributed to the background of 76 per cent of the respondents. The average work experience in business was nine years, and in teaching 9.7 years.

13 A majority (59 per cent) of the respondents indicated having experience as a school business administrator prior to becoming a junior college business manager. The average

number of years experience of those respondents reporting previous experience as a school business administrator and indicating the amount was 5.5 years.

C. RESPONDENTS' OPINIONS CONCERNING CANDIDATES' QUALIFICATIONS

The opinions of the junior college business managers, regarding the necessary qualifications a candidate for the position of junior college business manager should possess, as expressed in Part III of the questionnaire, led to the following conclusions:

out

College Courses and Degrees

14 There were 65 per cent of the respondents who agreed that a degree in business administration was a necessary qualification for an applicant for the position of junior college business manager. A greater number (82 per cent) agreed that prescribed courses in business administration were necessary. Those favoring a degree in education numbered ten (58 per cent) and even fewer (53 per cent) agreed that education courses are a necessary qualification.

Every one of the respondents agreed that a bachelor's degree should be a required qualification for a junior

out

college business manager candidate. Of those indicating the area of study for this degree a majority favored business administration.

out

15. It was agreed by 76 per cent of the respondents that a master's degree is a desirable qualification for a candidate for the position of junior college business manager. Of those expressing a preference, for an area of study for the master's degree, a majority recommended educational administration.

16. Only 12 per cent of the respondents felt that a doctor's degree was a necessary qualification at the junior college level of business administration.

Internship

17. Nearly three-fifths (59 per cent) of the business managers agreed that some type of previous internship should be a required qualification for a junior college business manager candidate.

Certification

18. It was agreed by 53 per cent of the respondents that a certificate in school business administration should be held by a candidate.

Since the state of Michigan issues no such certificate it may be concluded that such certification would be that issued by the Association of School Business Officials.

Work Experience

19 Over three-fourths (76 per cent) of the respondents favored the opinion that prior work experience in business was a necessary qualification for a junior college business mahager candidate. Fewer (58 per cent) were in favor of requiring teaching experience of the candidate. Too few respondents indicated the number of years experience desirable in either area to draw any valid conclusions.

20 Over one-half (53 per cent) of the respondents agreed that a candidate should have some prior experience as a school business administrator.

D. RECOMMENDED COLLEGE COURSES

Cut

Part IV of the survey afforded the following conclusions regarding college courses considered essential in the training of junior college business managers. Of 26 suggested courses, 21 the responding business managers selected the following 15 courses as the most important:

a 1. School Fund Accounting
b 2. School Finance
c 3. School Business Management
d 4. School Organization and Administration
e 5. Purchasing and Supply Administration
f 6. Advanced School Fund Accounting
g 7. School Law
h 8. School Office and Personnel Management
i 9. Maintenance and Operations
j 10. Administration of Staff Personnel
k 11. Management of Auxiliary Enterprises
l 12. School Buildings
m 13. Internship in Business Management
n 14. Problems in School Administration
o 15. School-Community Relations

The above college courses are listed in the sequential order of importance as ranked by the responding business managers.

E. OTHER RECOMMENDATIONS

Recommendations by the respondents, regarding areas of educational background and work experience considered essential but not previously cited, were drawn from Part V of the questionnaire. 22r Other areas of training considered desirable for candidates for the position of junior college business manager were engineering, federal reimbursement and subsidy plans and legislative processes. Manufacturing industry experience, purchasing and new building planning

F

and construction were considered valuable work experience for the junior college business manager.

End

F. SUMMARY OF CONCLUSIONS

A majority of the respondents agreed that a candidate for the position of junior college business manager should:

1. Have studied prescribed courses in business administration
2. Hold a degree in business administration
3. Have studied prescribed courses in education
4. Hold a degree in education
5. Have served an internship in school business administration
6. Hold a master's degree
7. Hold a certificate in school business administration
8. Have business work experience
9. Have teaching experience
10. Have prior experience as a school bussiness administrator

11. Not necessarily be required to have education beyond a master's degree.

The respondents further agreed that a program of study for the training of junior college business managers should include the following college courses:

School Fund Accounting
School Finance
School Business Management
School Organization and Administration
Purchasing and Supply Administration
Advanced School Fund Accounting
School Law
School Office and Personnel Management
Maintenance and Operations
Administration of Staff Personnel

III. RECOMMENDATIONS FOR FURTHER RESEARCH

1. It is recommended that additional studies be made to determine the opinions of junior college board members and administrators, other than business managers, regarding desirable qualifications for junior college business managers.

2. It is recommended that studies be made regarding the initiation of new programs and improvement of existing programs designed to prepare potential junior college business managers.

3. It is recommended that further studies be made in other states to determine desirable qualifications for junior college business managers.

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APPENDIX

APPENDIX A

SURVEY LETTER AND QUESTIONNAIRE

Elmhurst Public Schools
District #46
145 Arthur Street
Elmhurst, Illinois

Dear Junior College Business Administrator:

Recently a survey to determine the educational background and work experience desirable for junior college business administrators was completed for the states of California and Illinois. A comparative survey of the state of Michigan is now being undertaken.

The School Business Management Program at Northern Illinois University would like to be of assistance in the preparation of junior college business administrators. Your willingness to participate in this survey by completing the attached questionnaire would help assure that this might be done efficiently and effectively.

Your cooperation will be greatly appreciated and your comments welcomed. The results of this survey will be made available to you at your request.

Sincerely yours,

Arlyn E. Waite
Business Manager

Enclosures

JUNIOR COLLEGE BUSINESS ADMINISTRATOR QUESTIONNAIRE

Part I.

1. Name____
 Last First Middle

2. Name of Junior College____________________________

3. Location____

4. Present Enrollment_______________________________

5. How many years have you been a business administrator at this college?____________years.

6. Are you a full-time business administrator at the college?
 ________yes or ________no.

7. If your answer to no. 6 is "no," then what does the remainder of your job entail? (Describe Briefly.)
 ____
 ____

8. List the duties which take most of your time:
 (Rank them from high to low amount of time)

1.____________________	4.____________________
2.____________________	5.____________________
3.____________________	6.____________________

9. How many people working on the office staff are directly under your supervision?______________________________

Part II.

Your Educational Background and Work Experience:

Check all the answers which apply:

		Yes	No	Years
A.	Hold a degree in business administration			
B.	Studied (are studying) prescribed courses in business administration			
C.	Have some business work experience			
D.	Hold a degree in education			
E.	Studied (are studying) prescribed courses in education			
F.	Have taught before becoming a junior college business administrator			
G.	Have some type of previous internship in school business administration			
H.	Have experience as a school business administrator before becoming a junior college business administrator (If the answer is yes, describe briefly)			

____

				Major
I.	Hold a bachelor's degree			
J.	Have education beyond the bachelor's			
K.	Hold a master's degree			
L.	Have education beyond the master's			
M.	Hold a doctor's degree			
N.	Have a certificate in school business administration			

Part III. Candidates' Educational Background and Work Experience:

The following statements are presented as generalizations and represent opinions rather than facts. As opinions, they are neither right nor wrong, and your agreement or disagreement will be determined largely in terms of your particular experiences. In checking the following, please consider the opinions listed below as pertaining to the necessary qualifications a candidate for the position of junior college business administrator should possess:

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

A Candidate for a Junior College Business Administrator's Position Should:

		A.	B.	C.	D.	E.	Years
A.	Hold a degree in business administration	___	___	___	___	___	
B.	Have studied (will study) prescribed courses in business administration	___	___	___	___	___	
C.	Have some business work experience as background training	___	___	___	___	___	________
D.	Hold a degree in education	___	___	___	___	___	
E.	Have studied (will study) prescribed courses in education	___	___	___	___	___	
F.	Be a teacher before becoming a school business administrator	___	___	___	___	___	________
G.	Be required to have some type of previous internship in school business administration	___	___	___	___	___	
H.	Have some experience as a school business administrator before becoming a junior college business administrator	___	___	___	___	___	________
							Major
I.	Hold a bachelor's degree	___	___	___	___	___	________
J.	Have education beyond the bachelor's	___	___	___	___	___	________
K.	Hold a master's degree	___	___	___	___	___	________
L.	Have education beyond the master's	___	___	___	___	___	________
M.	Hold a doctor's degree	___	___	___	___	___	________
N.	Have a certificate in school business administration	___	___	___	___	___	________

Part IV.

1. Look over the following list of subject areas; then put a check mark before each area you think is essential for a junior college business administrator to have:

_____Electronic Date Processing

_____School Office and Personnel Management

_____Management of Auxilliary Enterprises

_____Maintenance and Operations in School Business Management

_____School Fund Accounting

_____Purchasing and Supply Administration

_____School Business Management

_____Practicum in School Business Management

_____Computer Systems

_____Research in School Business Management

_____Seminar in School Business Management

_____Advanced School Fund Accounting and Budgeting

_____Social Foundations of Education

_____Psychological Foundations of Education

_____Curriculum Theory

_____School Organization and Admin.

_____Improvement of Instruction

_____Problems in School Administration

_____School-Community Relations

_____School Buildings

_____School Finance

_____School Administration Field Studies

_____School Law

_____Administration of Staff Personnel

_____Internship in School Business Management

_____Independent Research

_____Other_____________________________

2. In the above list of subject areas, put the numbers 1 through 10 to the left of the 10 areas you consider essential for an applicant for a junior college business administrator's position to have. Please indicate the order of importance of the 10 areas you select by placing the lowest numbers in front of the most important subject areas.

Part V.

What other areas might you consider important regarding the education and work experience of a candidate applying for a position as a junior college business administrator?

APPENDIX B

A LIST OF THE RESPONDING JUNIOR COLLEGE BUSINESS MANAGERS FROM MICHIGAN AND THEIR RESPECTIVE JUNIOR COLLEGES

A LIST OF THE RESPONDING JUNIOR COLLEGE BUSINESS MANAGERS FROM MICHIGAN AND THEIR RESPECTIVE JUNIOR COLLEGES

Name of Business Manager	Junior College	Location
Leo Alpervoitz	Bay De Noc Community	Escanaba
Clifford J. Bedore	Montcalm Community	Stanton
Robert L. Bennett	Alpena Community	Alpena
Michael L. Crovella	Delta Community	University Center
Adam M. Drozdowski	Kellogg Community	Battle Creek
Ernest B. Gaunt	Northwestern Michigan	Traverse City
James W. Hobson	Oakland Community	Bloomfield Hills
Robert D. Jewell	Muskegon Business	Muskegon
Kenneth W. Lindner	Schoolcraft	Livonia
Wendell H. Lubbinge	Grand Rapids	Grand Rapids
Mother Mary Lucille	DeLima	Oxford
M. J. Neveaux	Port Huron	Port Huron
Woldemar H. Nikkel	Macom Community	Warren
Alfred D. Shankland	North Central Michigan	Petoskey
Francis D. Thomas	Highland Park	Highland Park
August VanEerden	Muskegon County	Muskegon
Tyrus R. Wessell	Davenport	Grand Rapids